

PS/ED COMMITTEES #1
April 15, 2011

Worksession

MEMORANDUM

April 12, 2011

TO: Public Safety & Education Committees

FROM: Susan J. Farag, Legislative Analyst *SJF*
Essie McGuire, Legislative Analyst *EMcGuire*

SUBJECT: **Worksession: FY12 Operating Budget – School Resource Officers**

Those expected for this worksession:

Chief Tom Manger, Police Department
Asst. Chief Wayne Jerman, Police Department
Sgt. Suzanne Harrell, SRO Program, Police Department
Neil Shorb, Police Department
Robert Hellmuth, Director of School Safety and Security, MCPS
Marshall C. Spatz, MCPS
Ed Piesen, Office of Management and Budget

BACKGROUND:

The Educational Facilities Officers (EFO) program was established in September 2002 with a \$4 million grant from the COPS Office. The funding was used to hire 32 new police officers and position them in the middle and high schools. These officers were deployed in schools beginning in the 2003-2004 school year. EFO duties included:

- Assisting school staff in maintaining safety within their assigned schools and serving as liaison between MCPD and MCPS officials for school and police related concerns and incidents;
- Having primary responsibility for all calls for service at the schools to which they were assigned. Investigations of crimes in the schools were the EFO's responsibility and the appropriate MCPD unit had follow-up responsibility;
- Meeting regularly with parents, teachers, principals, other school administrators, and students to discuss issues of concern within the school;
- Acting as a resource and assisting with emergency preparedness as well as safety awareness education;
- Maintaining contact with beat officers who patrolled the area around the school to share information and generating discussions regarding community concerns;

- Providing training and presentations about law enforcement or school-related topics useful for students, staff, school administration, school security, parents, and other MCPD personnel;
- Assisting with traffic safety and enforcement activities;
- Coordinating assistance when needed at major school events;
- Coordinating school familiarization training (walk-through) for responding officers within their district;
- Completing monthly reports that were forwarded to their supervisors and the EFO coordinator.

Program Evaluation

In 2007, the Police Department and the schools (MCPS) commissioned a study to assess the EFO program's strengths and weaknesses (© 13-82). As part of this study, the consultant surveyed various stakeholders to determine the primary benefits of the EFO program. Respondents provided the following answers:

- 23% said enhanced safety and security;
- 20% said consistent police response;
- 18% said reduced patrol response;
- 15% said students see officer in a different role;
- 15% said liaison between MCPD and MCPS; and
- 9% said resource for information.

The survey also noted that 80% of stakeholders believed parents would have a negative reaction if the EFO program were abolished.

MCPS DEPARTMENT OF SCHOOL SECURITY

While MCPD has assigned SROs to certain high schools, MCPS also provides security officers at each high and middle schools (list of school security staff attached at © 83-84). Security staffing in the high schools ranges from a low of three security staff at Poolesville High to nine security staff at Blair High. Each middle school has one or two security staff.

FY11 POLICE DEPARTMENT BUDGET CUTS

In FY10, there were 27 EFOs in the program (one at each of the 25 County public high schools and one each at Argyle Middle School and Martin Luther King Middle School). These were sworn officers who reported to their assigned school on a daily basis for their entire shift (unless scheduled for training or court). The high school-based EFOs also provided coverage at the middle schools that fed into the high school. They visited these schools throughout the week and responded when contacted by school staff for any type of assistance. EFOs were not assigned specifically to any elementary schools, but provided assistance when requested. In

addition to the 27 deployed EFOs, there were six Sergeants in the program who functioned in a supervisory role.

The CE's recommended FY11 budget initially abolished 16 EFOs (13 EFOs and three sergeants), in effect halving the program, for a projected savings of \$1,960,460. On April 22, 2010, the Executive submitted a series of FY11 Budget Adjustments, one of which proposed that MCPS would fund the remaining 17 EFOs, reducing Police expenditures by another \$1,961,590. This proposal was eliminated during last minute budget deliberations between the Council, MCPS, and the Executive, in effect eliminating the entire EFO program. In the final days of budget deliberations, the Council required the Police Department to fund nine EFO positions, as required in the FY11 County Government Operating Budget Resolution:

66. This resolution appropriates \$978,840 to the Department of Police to fund 9 Police Officer III positions in order to continue the Educational Facilities Officer program. This program is established through a memorandum of understanding with the Montgomery County Public Schools.

CURRENT SRO PROGRAM

There are nine police officers assigned to the newly renamed "School Resource Officer" program. The nine SROs are assigned by police district and cover the high schools located in their respective district. A list of current assignments is attached at © 10-11. The SROs' current responsibilities are:

- acting as a resource and assisting with emergency preparedness, as well as safety awareness education to the high school population age groups;
- meeting regularly with MCPS staff, students, and parents to exchange information and discuss issues of concern within the school;
- assisting with calls for service and incidents occurring within their assigned schools; and
- assisting with traffic safety and traffic enforcement activities at their assigned schools.

CURRENT MOU AND OTHER CONTROLLING DOCUMENTS

The SRO program is governed by a memorandum of understanding (MOU) among MCPD, MCPS, the State's Attorney's Office, and other local police departments (©1-5). In addition, the SRO Expectations document outlines the program's mission statement and expectations (© 6).

FY12 BUDGET CONSIDERATIONS

The CE recommended FY12 operating budget abolishes the SRO program and redeploys the nine SROs to other duties. The elimination of this program will reduce expenditures by \$1,050,080 in FY12. The nine current SROs have been identified for elimination and reassignment to the enhanced enforcement needs in the 3rd District. MCPD advises that if the nine SROs are maintained through FY12 to continue the SRO program, nine additional police officers would have to be hired to also appropriately staff the proposed coverage enhancement in Silver Spring CBD and the Ida Sector.

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**MEMORANDUM OF UNDERSTANDING
BETWEEN
MONTGOMERY COUNTY PUBLIC SCHOOLS
AND
MONTGOMERY COUNTY DEPARTMENT OF POLICE
AND
MONTGOMERY COUNTY STATE'S ATTORNEY'S OFFICE
AND
CHEVY CHASE VILLAGE POLICE DEPARTMENT
AND
GAITHERSBURG CITY POLICE DEPARTMENT
AND
ROCKVILLE CITY POLICE DEPARTMENT
AND
TAKOMA PARK POLICE DEPARTMENT**

The purpose of this memorandum of understanding (MOU) is to establish a working protocol for exchanging information and addressing matters of mutual concern cooperatively among the Montgomery County Public Schools (MCPS), the signatory agencies, and the Montgomery County State's Attorney's Office (SAO) to maintain and to enhance a safe learning and working environment for students and staff.

I. Offenses by Students or Others on School Property where Police Take the Lead

- a. **Investigative Responsibilities.** The parties agree that the following offenses, termed "critical incidents," that occur on MCPS property, including school buses, or at an MCPS sponsored event, including extra-curricular activities, shall be reported to the appropriate police agency by the administrator-in-charge or designee as soon as practicable so that the police agency can investigate in accordance with the procedures in Part II. Such notification must be made by direct communication with the educational facilities officer (EFO), if immediately available, or to the Public Safety Communications Center (911) or 301-279-8000. Voice mail messages to the EFO will not suffice and must be followed with a call to 911. (Note that MCPS Regulation JFA-RA, Student Rights and Responsibilities, requires police notification for other kinds of student misconduct which are not listed here and for which MCPS has the primary investigative authority.)
- Any physical attack on another that requires medical attention outside of the school health room
 - Any death
 - Rape and/or sexual assault with another by force or threat of force¹

¹ Meaning engaging in a sexual act or sexual contact, without consent, by force or threat of force, and/or employing or displaying a dangerous weapon or object reasonably believed to be a weapon (sexual offense in the first, second, or third degree)

- Robbery/attempted robbery (taking property of another from his person or in his presence by force, reasonable fear of violence, or intimidation whether the perpetrator is armed or unarmed)
- Arson (willful and maliciously set fire) or verbal or written threat of arson
- Manufacture or possession of destructive device (explosive, incendiary, or toxic material combined with a delivery or detonating apparatus or modified to do so) or look-alike
- Knowingly make false reports about the location or detonation of a destructive device
- Theft (any single incident or series of incidents committed by the same perpetrator where the value of the stolen property is \$500 or more)
- Possession of a firearm; possession of other dangerous or deadly weapon, including any device designed or manipulated to shoot any projectile, knowingly brought onto or brandished upon school property
- Possession with intent to distribute, distribution, or manufacture of controlled dangerous substance
- Gang² related incident/crime
- Hate crime (harassing³ a person or damaging property of a person because of his race, color, religious beliefs, sexual orientation,⁴ or national origin)

b. **Releasing Student Information.** Information obtained by school staff may be shared with the police agency or SAO as long as the information was not derived from school records.⁵ For example, information received orally from a student may be shared, even if later recorded in a written statement used by school staff for disciplinary purposes. Information from school records can be shared under any one of the following circumstances:

- "Directory information" unless the parent/guardian has asked specifically that such information be kept confidential
- With consent of the parent/guardian or adult student
- In response to a subpoena, including a subpoena from the SAO⁶
- In a specific situation that presents imminent danger to students or members of the community or that requires an immediate need for information in order to avert or diffuse serious threats to the safety or health of a student or other individual

² A formal or informal ongoing organization, association, or group of three or more persons who: (a) have a history of criminal street gang activity; (b) have a common name or common identifying signs, colors, or symbols; and (c) have members or associates who, individually or collectively, engage in or have engaged in a pattern of criminal activity.

³ Harassment is defined as a persistent pattern of conduct intended to alarm or seriously annoy another, without a legal purpose, after receiving reasonable warning or request to stop.

⁴ Sexual orientation means the identification of an individual as to male or female homosexuality, heterosexuality, bisexuality, or gender-related identity.

⁵ School records are those records, identifiable to an individual student, governed by federal law (the Family Educational Rights and Privacy Act/ FERPA).

⁶ Release of documents from a student record requires that the school first make reasonable efforts to notify the parent/guardian or adult student of receipt of the subpoena in advance of complying with the subpoena so the parent/guardian may seek protective action, unless the issuing authority has ordered that the existence or contents of the subpoena not be disclosed.

II. Investigation of Critical Incidents Occurring on School Property

MCPS shall immediately notify the appropriate police agency of all critical incidents as described in Section I of this agreement. The police agency will respond promptly to such incidents or will keep the school staff advised of any delay in the response of officers.

Absent exigent circumstances, MCPS will limit its administrative investigation to ascertaining basic facts and doing what is necessary to stabilize the situation until a police officer arrives. For critical incidents, MCPS will defer taking written statements from students and/or witnesses, thereby permitting the police agency the opportunity to do so. Copies of written student and witness statements will be provided to MCPS within seven days with the approval of the SAO which shall make the determination after consultation with the police agency. The police agency will assist MCPS with its administrative procedures by providing the relevant information requested (including a synopsis of relevant facts) in order that statutory and administrative deadlines may be met and by providing witness statements in any closed investigation and as otherwise authorized by the SAO.

The principal or his/her designee shall be present, whenever possible, during any interview conducted by the police agency on school property and may interview the individual after the police officer has concluded his/her interview.

In the event that the police agency has not arrived and school dismissal is about to occur, MCPS will notify the police agency, and MCPS may conduct an administrative investigation, including taking student statements. The police agency understands that MCPS does not have the authority to arrest individuals and hold them for the police agency.

III. Notification of State's Attorney's Office

The MCPS Department of School Safety and Security will make reasonable efforts to notify the SAO when it receives notice that a student has been arrested by the police agency and charged with one of the following offenses in order for the SAO to obtain the information necessary to present the State's case at a detention hearing or other judicial proceeding which generally will be held within the next business day following the student arrest:

- Violent physical or sexual attack on another
- Manufacture or possession of destructive device (explosive, incendiary, or toxic material combined with a delivery or detonating apparatus or modified to do so) or a look-alike
- Knowingly make false reports about the location or detonation of a destructive device
- Possession of a firearm brought knowingly or use of any weapon to cause bodily harm
- Possession with intent to distribute or distribution or manufacture of controlled dangerous substance
- Gang related incident/crime

When legally permissible, the SAO shall advise MCPS of whether the student was or was not prosecuted for the offenses listed in this Section III. (See attached form.)

IV. Serious Incidents in the Community

In addition to the required notification of reportable offenses committed by students in the community, the police agency will notify MCPS as soon as practicable of any serious incident involving MCPS schools, facilities, students, or staff that the police agency reasonably believes will impact MCPS operations in order for appropriate measures to be taken by MCPS to address the impact. Examples include:

- Death of a student, staff member
- Serious or life-threatening injury to a student and/or staff member
- Hostage-barricade, criminal suspect at large, or hazardous materials incident that may affect students and/or staff
- Gang related incident/crime
- After-hours property damage to an MCPS facility, school, bus, or other vehicle

During normal business hours, the police agency will provide notice to the MCPS Department of School Safety and Security at 301-279-3066. At all other times, the police agency will notify the Electronic Detection Section, the MCPS 24-hour communication center, at 301-279-3232.

V. Collaboration, Training, and Review

School administrators and officials of the police agencies are encouraged to periodically meet at the school community level to establish and foster good working relations between the agencies.

MCPS, the police agencies, and the SAO agree to participate in joint training opportunities for administrators, EFOs, and MCPS security staff on matters that are the subject of this MOU and other topics of mutual interest. MCPS and the police agencies will make available, annually, a block of time for training of administrators and other staff by the signatory agencies on the MOU and related matters. The SAO will make available, annually, a block of time for training assistant state's attorneys and other staff, as appropriate, on the MOU and related matters.

The signatory agencies agree that this MOU and its implementation will be reviewed by the parties annually in order to determine if any inadequacies exist and further agree to revise the MOU as may be appropriate, upon the agreement of the parties, in order to further the safety and welfare of the school community. Furthermore, the signatory agencies will meet annually thereafter to review the provisions contained within this MOU as well as the implementation of it. Amendments, with the agreement of each agency, may be made from time to time, as desirable.

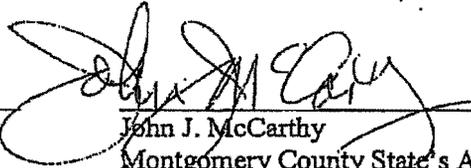
This MOU is not intended to supersede any other memoranda of understanding or legal obligations of the parties.

In witness, thereof, the parties have executed this memorandum of understanding on this 4th day of JUNE, 2010.

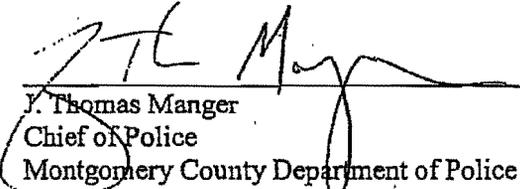
APPROVED



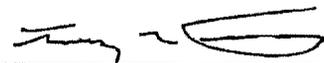
Jerry D. Weast, Ed.D.
Superintendent of Schools
Montgomery County Public Schools



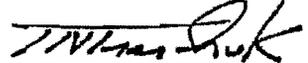
John J. McCarthy
Montgomery County State's Attorney



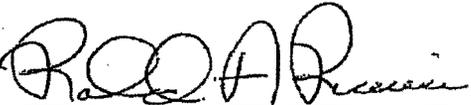
J. Thomas Manger
Chief of Police
Montgomery County Department of Police



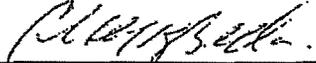
Timothy L. Firestine
Chief Administrative Officer
Montgomery County, Maryland



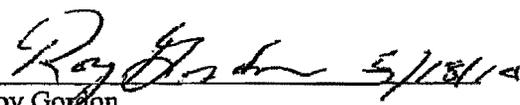
Terrance N. Treschuk
Chief of Police
Rockville City Police Department

 4/8/10

Ronald Ricucci
Chief of Police
Takoma Park Police Department



Christopher Bonvillain
Interim Acting Chief of Police
Gaithersburg City Police Department

 5/18/10

Roy Gordon
Chief of Police
Chevy Chase Village Police Department

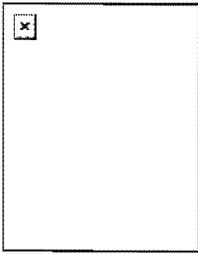
Mission

The mission of the Montgomery County Police School Resource Officer (SRO) Program is to enhance the safety and security of the learning environment, within the high schools, for students, staff, and the school community, through a proactive partnership with Montgomery County Public Schools while acting as a positive role model for the students. The SRO Program is part of the Field Services Bureau.

SRO Expectations

- The SRO will assist school staff in enhancing safety within their assigned high schools and serve as a liaison between MCPD and MCPS officials for school and police related concerns and incidents.
- The SRO will assist for calls of service at their assigned schools and incidents occurring around their schools when they are available to respond. The responding SRO and/or the appropriate MCPD unit having follow-up responsibility will investigate these calls for service at the direction of the patrol supervisor(s).
- The SRO will meet regularly with parents, teachers, principals, other school administrators, and students to discuss issues of concern within the school.
- The SRO will act as a resource and assist with emergency preparedness as well as safety awareness education to the high school population age groups.
- The SRO will serve as a point of contact to deliver MCPD programs such as crime prevention, conflict resolution and mediation, drug and alcohol awareness, violence prevention, gang awareness, and community relations and outreach.
- SROs will maintain contact with beat officers who patrol the area around their schools for the purpose of information sharing and generating discussions pertaining to community concerns.
- When possible, SROs will provide training and presentations about law enforcement or school related topics useful for students, staff, school administration, school security, parents and other MCPD personnel to aid efforts in providing a safer school environment.
- SROs will assist with traffic safety and enforcement activities in and around their assigned school areas.
- The SRO will coordinate assistance, when needed, at major school events such as athletic events, large dances or other activities. All SROs are expected to work home football games at their school. If there are multiple home football games in the SRO's area of responsibility, the SRO will attend the game with the highest MCPS security level assessment. If the assessments are the same, the SRO will consult with the District Commander, or designee, to determine which game to attend.
- SROs will coordinate school familiarization training ("walk throughs") for responding officers within their district on a bi-annual basis.
- Each SRO will complete monthly reports, which will be forwarded to their supervisors and the SRO coordinator. The SRO coordinator submits a combined monthly report to the Chief of Field Services.
- If the SRO chooses to work a 4 day/10 hour work week, he or she will attend their district's roll call.
- The SROs will be deployed by their District Commander in a manner that best meets the department needs within their district.

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EDUCATIONAL FACILITIES OFFICER PROGRAM

FC No.: 1104

Date: 01-14-04

If a provision of a regulation, departmental directive, rule or procedure conflicts with a provision of the contract, the contract prevails except where the contract provision conflicts with State law or the Police Collective Bargaining Law.

Content:

- I. Policy
- II. Organization
- III. Responsibilities
- IV. Response and Investigations
- V. Proponent Unit

I. Policy

The primary focus of the Educational Facilities Officer Program (EFOP) is to maintain and enhance a safe and secure learning environment for students, staff, and the school community within Montgomery County, Maryland. Sworn uniformed police officers will serve as liaisons between the Montgomery County Department of Police (MCP) and all of the Montgomery County Public Schools (MCPS) and private schools in the County. The EFOP is designed to be flexible enough so that it can be tailored to address the unique needs of each school. (CALEA 44.2.4)

II. Organization

The Educational Facilities Officers (EFOs) will work under the supervision of sergeants who will report to the Director, Community Services Division (CSD). The EFOs will serve as coordinators and facilitators for the delivery of MCP programs and special services to MCPS within the six police districts in the county. The program will be phased in over several years with an initial twelve EFOs and two sergeants assigned to MCPS in the summer of 2003.

III. Responsibilities

- A. EFOs will serve as a link between the school system and MCP to develop and maintain emergency preparedness plans, develop training plans, conduct readiness exercises, etc.
- B. EFOs will serve as a point of contact to deliver MCP programs such as crime prevention, conflict resolution and mediation, drug and alcohol awareness, violence prevention, gang awareness, and community relations and outreach.
- C. EFOs will maintain contact with MCP beat officers assigned to the clusters in which the schools are located and coordinate service provisions.
- D. EFOs will coordinate the response of other MCP resources to school-related incidents.
- E. EFOs will assist with traffic safety and enforcement activities.
- F. EFOs will assist in coordinating joint MCPS and MCP activities for the cluster.
- G. EFOs will participate as a member of school-based safety committees.
- H. EFOs will serve as a liaison to all the feeder schools in the cluster.
- I. EFOs will meet regularly with parents, teachers, principals, other school administrators, and students to discuss issues of concern within the school.

IV. Response and Investigations

- A. EFOs will have primary responsibility for all calls for service at the schools to which they are assigned and will monitor the police radio. Investigation of crimes in the schools shall be the responsibility of the EFOs and/or the appropriate unit having follow-up responsibility (refer to FC 611, "Follow-up Investigation Responsibility").
- B. Generally, the principals or other administrators in the EFO assigned schools will contact the

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EFOs directly for any calls for service at their school. If an EFO requires assistance on any call for service, the officer will contact the Communications Division (CD), to request a back-up. In the event of a serious call requiring immediate police response, the school will first contact the CD, and then notify the EFO of the nature of the call. Handling calls of this nature will then be coordinated between the EFO and the responding officer(s). If an EFO is out of service on another call or incident, calls to an EFO assigned school will be dispatched to a patrol officer.

C. Notwithstanding their unique status in the schools, EFOs are still bound by FC 512, "Arrest, Questioning, and Search of Students on School Property."

VI. **Proponent Unit:** Community Services
Division

William C. O'Toole
Acting Chief of Police



Text Version

April 8, 2011



Department of Police

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Divisions/Stations — Field Services Bureau

School Resource Officer Program

[District Court Liaison](#)

[District Stations](#)

Contacts:

[Duty Commanders](#)

SRO Office, Sgt. Suzanne Harrell, **240-773-5042**

[School Resource Officers](#)

The School Resource Officer (SRO) program, formerly called the Educational Facilities Officer Program, is an outreach program sponsored by the police department in partnership with the Montgomery County Public Schools.

There are nine officers involved in the program who serve as liaisons between the police department and the high schools for school and police related concerns and incidents.

[Special Operations Division](#)

[Traffic Division](#)

A key component of the SRO program is to ensure the safety of students and staff on each campus by reviewing rules and regulations, performing safety presentations, and taking appropriate action to enforce the law when criminal activity has been discovered.

The SRO's primary function is to enhance the safety and security of the learning environment for students, staff, and the school community in the Montgomery County Public High Schools. Other duties and responsibilities include, but are not limited to:

- Acting as a resource and assisting with emergency preparedness as well as safety awareness education to the high school population age groups.
- Meeting regularly with MCPS Staff, students, and parents, to exchange information and discuss issues of concern within the school.
- Serving as a point of contact to deliver MCPD programs such as crime prevention, conflict resolution and mediation, drug and alcohol awareness, violence prevention, gang awareness, and community relations and outreach.
- Assisting with calls for service and incidents occurring within their assigned schools.
- Assisting with traffic safety and traffic enforcement activities at their assigned schools.

Find out who the SRO liaison officer is for a specific high school:

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Montgomery County Police Department
SRO Assignments for 2010-2011

1st District: 240-773-6070

Commander James Fenner

SRO Supervisor: Lt. Jacques Croom

SRO: Maureen Connelly

Churchill High School

Quince Orchard High School

Wootton High School

Rockville High School

Richard Montgomery High School

2nd District: 301-652-9200

Commander Russ Hamill

SRO Supervisor: Lt. Bob McCullagh

SRO: Arnold Aubrey

Walt Whitman High School

Walter Johnson High School

Bethesda Chevy Chase High School

3rd District: 301-565-7740

Commander Don Johnson

SRO Supervisor: Lt. Michael Price

SROs: Roslyn Mills

Rodney Barnes

Northwood High School

Blair High School

Springbrook High School

Paint Branch High School

4th District: 240-773-5500

Commander John Damskey

SRO Supervisor: Lt. Laura Lanham

**SROs: Anna Walker
Diane Henderson
Brett Mavritte**

**Einstein High School
Kennedy High School
Magruder High School
Blake High School
Sherwood High School
Wheaton High School**

5th District: 240-773-6200

Commander Luther Reynolds

SRO Supervisor: Lt. Demitri Kornegay

SRO: Russ Larson

**Clarksburg High School
Northwest High School
Poolesville High School
Damascus High School
Seneca Valley High School**

6th District: 240-773-5700

Commander Willie Parker-Loan

SRO Supervisor: Lt. Daniel Waring

SRO: John Witherspoon

**Watkins Mill High School
Gaithersburg High School**



Leading and Learning... Our Mission

Montgomery County Association of Administrators and Principals

30 West Gude Drive, Suite 100, Rockville, Maryland 20850 ♦ Tel: 301-762-8174 ■ Fax: 301-762-8179

March 2011

MCAAP, in representing high school principals, has stated publicly that **we agree with the School Resource Office program and concept for our schools.** We are aware that **it has been successfully implemented in many locations throughout the country.** We are also aware that **it has been successfully implemented in a few of our high schools here in MCPS.** While supporting the concept and program, **there are serious considerations that need to be addressed before this program could be successful in all of our schools.**

These considerations are based on input from HS principals who have not had successful experiences with SRO's in the past or currently and include the following:

1. **Principals should have input into the selection of the SRO** who is placed in their building to insure a "match" with the administration and security in the school.
2. **Principals should have input into the days and hours worked by the SRO** to insure that critical times in schools are covered and that the SRO is available for both ongoing work and crisis intervention.
3. **Principals should have input into the evaluation of the SRO** so that concerns and performance can be addressed as issues and problems arise.

These areas have not been addressed and have weakened the program substantially. As of this time, there has not been agreement between MCPS and MCPD about implementing these changes.

In addition, there are budget considerations. There has been discussion about MCPS assuming part or full responsibility for paying for this program and these officers. In very robust financial times where there is an abundance of money, perhaps this would not be an issue. However, given the significant budget restrictions we are facing this year and next, **we cannot support MCPS paying for these positions if the result would potentially be cutting other critical positions such as security or administrators.** We have already lost four (4) ASA's and four (4) security positions at the secondary level in the FY2012 budget. Cutting any school-based positions to gain SRO's is not an acceptable approach.

If you have questions and would like to discuss this topic further, please feel free to contact the following individuals.

Alan Goodwin
Principal, Walt Whitman HS
Vice President, High School Chapter, MCAAP
301-320-6600

Rebecca Newman
President, MCAAP
301-762-8174

(12)

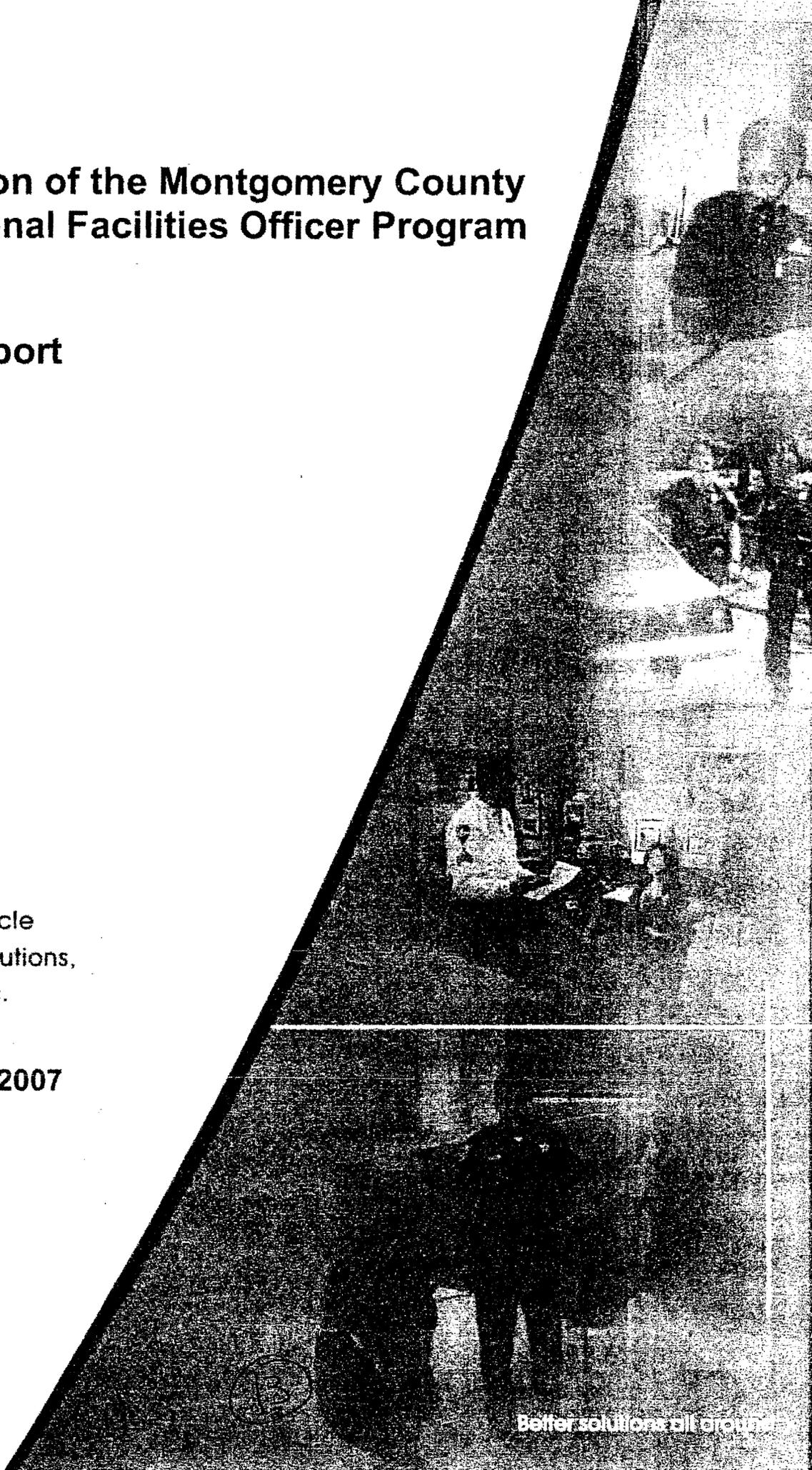
Evaluation of the Montgomery County Educational Facilities Officer Program

Final Report



Circle
Solutions,
Inc.

December 2007



Better solutions all around

This project was supported by Grant # 2002SHWXK001 awarded by the U.S. Department of Justice, Office of Community Oriented Policing Services (COPS Office) to Circle Solutions, Inc. Points of view or opinions in this document are those of the author and do not necessarily represent the official position or policies of the U.S. Department of Justice.

*Circle Solutions, Inc.
December 2007*

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Acknowledgement

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Executive Summary

Overview of the Program

This report presents the findings and recommendations from the evaluation/management study of the Montgomery County Police Department's (MCPD) Educational Facilities Officers (EFO) Program. Circle Solutions, Inc. (Circle) conducted the study at the request of the MCPD and Montgomery County Public Schools (MCPS) and approved by the U.S. Department of Justice, Office of Community Oriented Policing Services (COPS Office). The purpose of this study was to identify effective management structures and program operations and areas for improvement, thus providing the MCPD and MCPS with a strategic blueprint to enhance the EFO Program and plan for its long-term sustainability.

The EFO Program was established in September 2002 with a \$4,000,000 grant from the COPS Office.¹ The funding provided the resources to hire and deploy 32 new, full-time officers in middle and high schools in each of the 32 MCPD beats. In their grant application, the MCPD and MCPS articulated the necessity of these new officers, citing the need for emergency preparedness in response to the events of September 11, 2001, and the heightened security concerns given Montgomery County's close proximity to "high-profile risk locations" in the Washington, DC metropolitan area. Over the past 4 years, the EFO Program has evolved into an integral part of the specialized services the MCPD provides. With 4 years of experience in program implementation and management behind them, the MCPD and MCPS decided it was time to assess the EFO Program's strengths and weaknesses and plan for its future and institutionalization.

The Approach

To assess the EFO Program's impact and effectiveness, we used a multi-frame approach based on the principles of organizational design and theory. We examined the program's structure, human resource management, and political dynamics to determine whether they are helping to meet the program's goals). More specifically, we used data from interviews with more than 100 stakeholders, including school administrators, school security staff, MCPD command staff, and EFOs to analyze 1) whether the program operations and MCPD organizational structure are sufficiently aligned to accomplish the goals of the program (structure); 2) whether staffing and management practices are adequate and consistent with program goals (human resource management); and 3) whether the MCPD and MCPS were successful in forging a network of communication and collaboration (political). The multi-frame approach has a number of advantages. First, by focusing on the goals of the program, we were forced to ask "What needs to be done?" (Millar, Simeone, and Carnevale, 2001) to achieve them rather than "What is being done?" Second, this model likens the program to an organization—both are

¹ The COPS in Schools (CIS) grant program provides funding to support salaries and benefits for newly hired law enforcement officers assigned to schools. These School Resource Officers (SROs) must be assigned at least 75 percent of the time to school safety functions. Each initial grant is for 3 years; grantees may request extensions of their grant period and apply for additional funds to support new, additional SROs. Law enforcement agencies, in partnerships with local school districts, are eligible to apply for funds.

networks of strategies, structures, and people through which established principles of organizational theory are applied—resulting in a better understanding of the how the EFO Program operates. Third, viewing the program in this context provided a basis for ongoing, strategic planning development not afforded by a traditional program model.

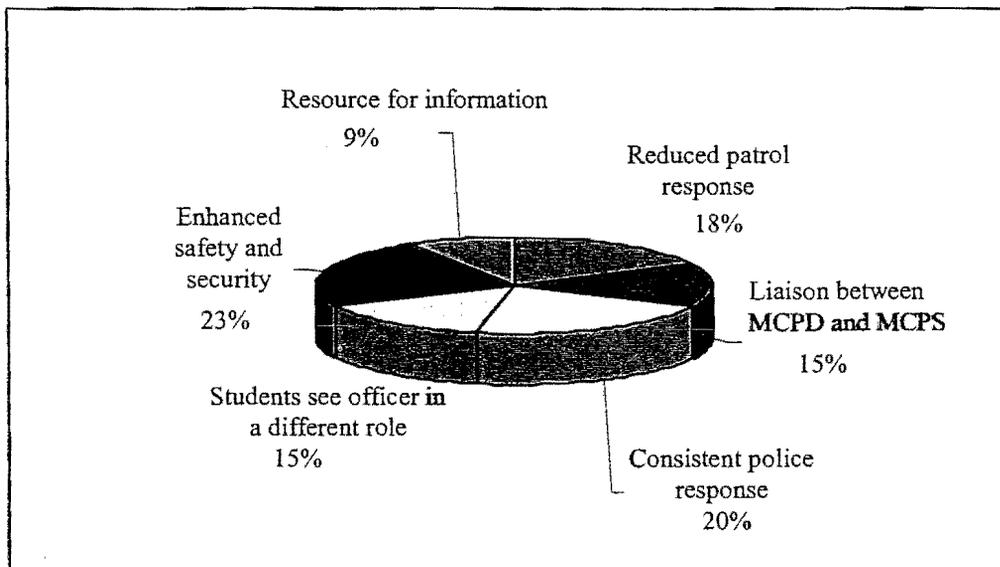
EFO Program Outcomes

This evaluation is a qualitative exploratory study, and results are intended to be initial benchmarks of the program activities and outcomes. We assessed the program’s overall impact and effectiveness based on whether it:

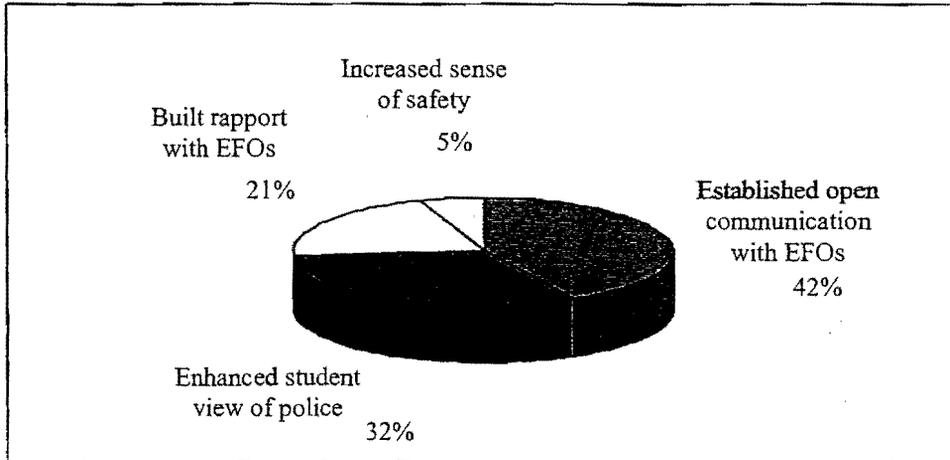
- Increased collaboration between the police department and schools
- Enhanced relationships between officers and students and school staff
- Increased police presence in the schools and community
- Enhanced students’ safety and security
- Can be sustained

The following graphs depict results from stakeholder interviews related to the perceived benefits of the program, the students’ view of officers, program support, the program’s impact on school personnel’s work, program sustainability, and the future of the program.

Benefits of the EFO Program According to Stakeholders



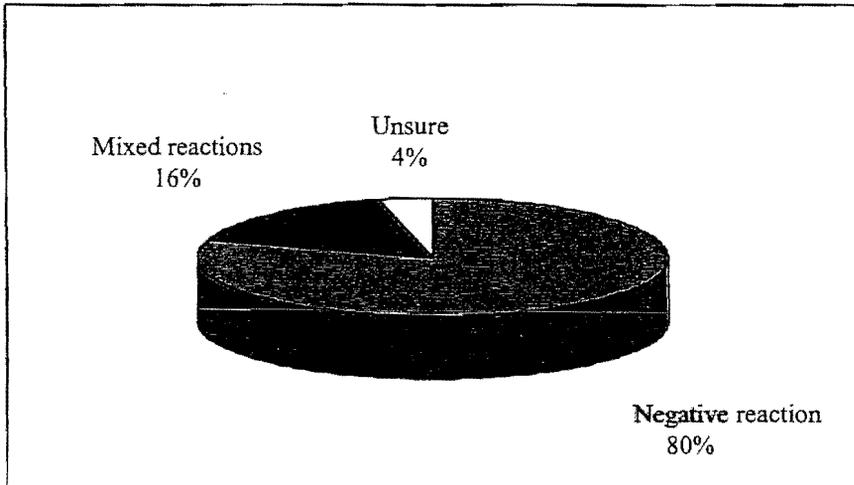
Impact of the EFO Program on Students' View of Police



Program Support

A majority of respondents (80%) stated parents would react negatively if the EFO Program ended. These results are important because, initially, some parents and community members expressed concerns about the EFO Program.

Parents' Reaction if EFO Program Ended

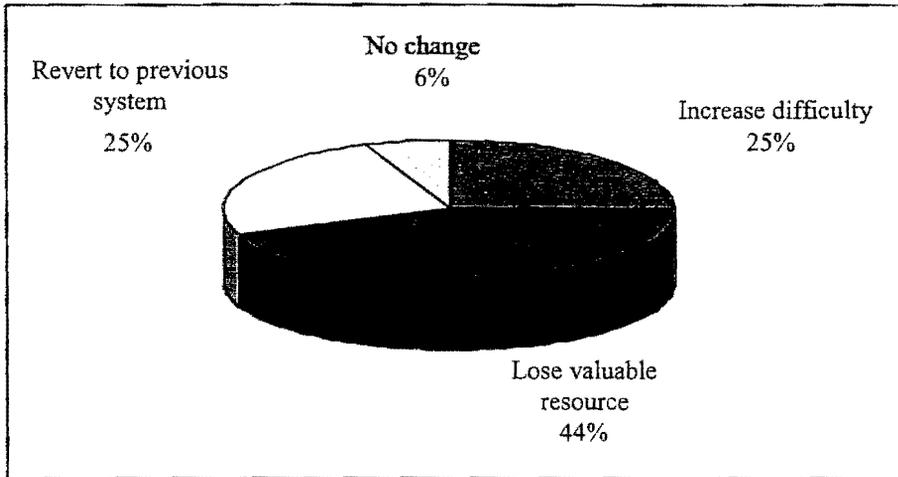


Impact on School Personnel's Work

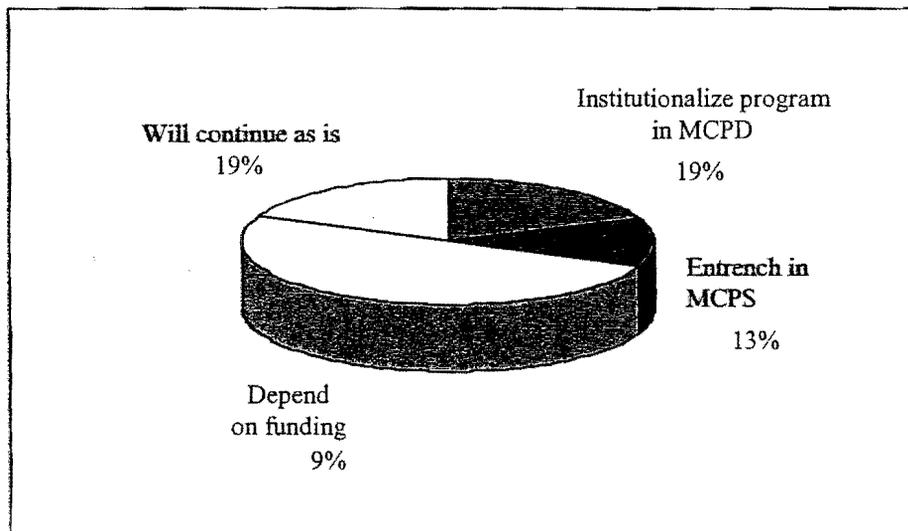
An indicator of program sustainability and support is how well the program is integrated in the schools or, more specifically, the extent to which schools rely on the program.

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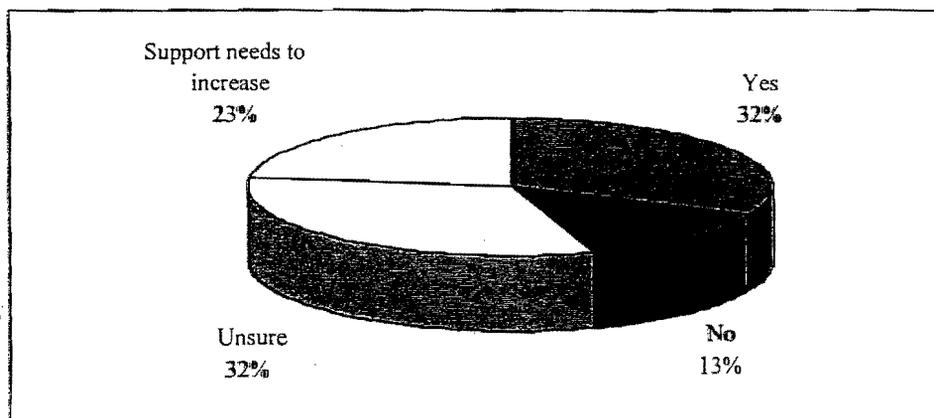
Impact on Your Work



Long-term Sustainability

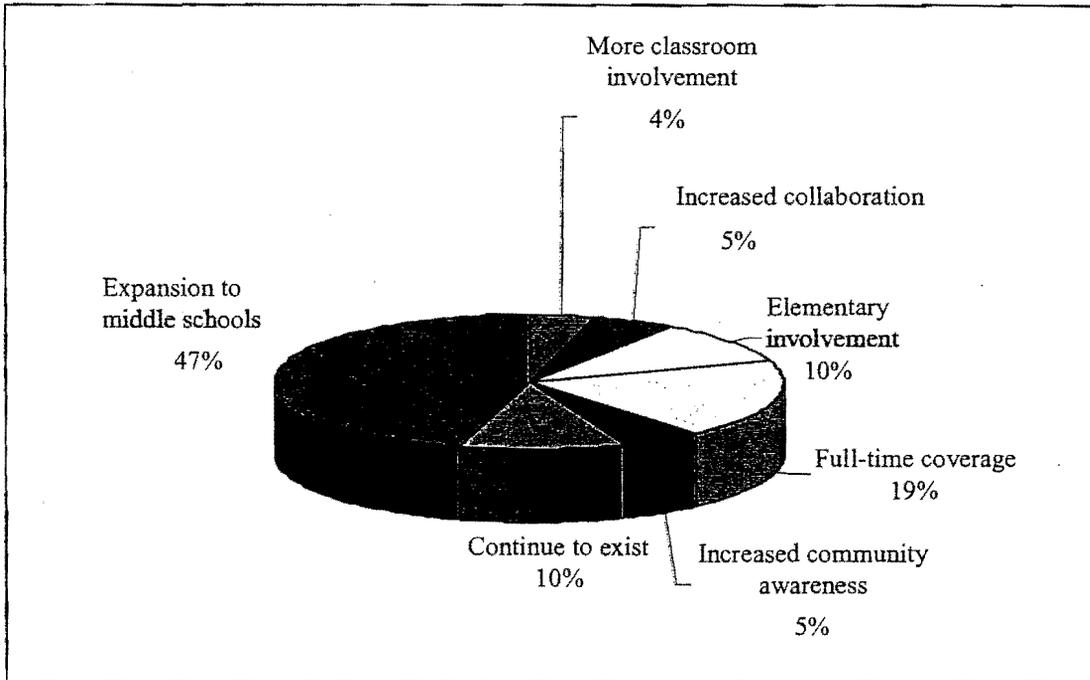


Support for the EFO



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Future of the EFO Program



Strategies for Improving the EFO Program

Most stakeholders considered the EFO Program an asset to the county. They said the program enhanced school safety and security, improved communication between the police department and the schools, and, most importantly, helped students see police officers in a different light. The issue facing the MCPD is not necessarily the program's value but aligning its organization, management, and leadership with the program's goals to ensure it works well across schools. This section provides several recommendations and strategies for doing so. We begin with a comprehensive strategy focused on the functioning of the program as a whole. Additional recommendations targeting specific areas of the program are presented separately.

Comprehensive Strategy

Presently, the EFO Program has no formal plan; its framework was pieced together from multiple official documents, including MOUs, standard operating procedures, and MCPD Directive FC Number 1104. These documents do not address the program's mission, goals, or organizational operations, nor do they clearly articulate EFOs' and other participants' roles and responsibilities. Furthermore, they do not outline a communication strategy between the MCPD and MCPS.

Develop a Strategic Plan for the EFO Program

Our first recommendation is for the MCPD and MCPS to develop a collaborative, strategic plan to refine and restructure the EFO Program. The plan should address the

program's vision, mission, operations, goals, objectives, and targets. It should also detail the 1) participants' roles and responsibilities; 2) program's policies and procedures; 3) cross-organization coordination and communication; and 4) system to assess program goals, objectives, and targets. Ideally, the strategic plan will address and define the EFO Program in its entirety, but considering the enormity of such an undertaking, that may not be possible. One alternative is for the MCPD and MCPS to convene several planning meetings over the course of no more than 12 months to develop a comprehensive plan. Examples of some of the key program issues the MCPD and MCPS should address as part of a phased approach are outlined below. The full report details the rationale and benefits for each of these recommendations:

- Develop a new MOU that clearly delineates the roles and responsibilities of an EFO that reflect what they do at the school and considers the school's needs.
- When necessary, review and revise all MCPD and MCPS policies and procedures related to the program's management and operations.
- Jointly develop and implement a countywide communication strategy to establish clear procedures and responsibilities for communication and collaboration between the EFO and MCPS. The MCPD and MCPS should review and modify or expand the strategy annually.
- Develop a set of recommended practices for both MCPD and MCPS personnel.
- Develop a campaign to increase awareness about EFOs and the program among other officers and the community.
- Negotiate with MCPS administration and the Office of Accountability to add questions about the EFO Program under the school safety section in the annual parent and student surveys.

Targeted Recommendations

Structure

- Maintain the decentralized structure of the EFO Program to allow for continued flexibility to address school/community-specific crime and disorder problems.
- Consider designating the EFO Program as a specialized unit since EFOs perform vastly different tasks than patrol officers. Creating a specialized unit will improve and standardize the program's implementation and management, improve accountability across the board, and allow the MCPD to provide additional incentives to attract new officers.
- Provide the EFO Coordinator more authority to improve program coordination.

Staff and Management

- Assign a sergeant as the EFOs' first-line supervisor to the remaining three districts.
- Create a lieutenant's position to oversee the EFO Program within the Field Services Bureau.

- Revise the EFO performance evaluation process to reflect agreed-upon roles and responsibilities and outcome-based measures.
- Replace the EFO monthly activity report with an assessment tool that gathers data on EFO activities and school incidents and that can be used to 1) assess trends in school-based crime and disorder problems; and 2) assess officers' responses to those problems.

Training

- Develop and implement orientation training for first-time EFOs that focuses on skills and competencies related to the school environment and reflects current roles, responsibilities, and activities.
- Develop an ongoing training requirement for EFOs to enhance specialized skills and skills related to mental health issues and working with youth.
- Develop a policy to foster joint training for MCPD and MCPS personnel.
- Emphasize interdisciplinary training for EFOs with a focus on working within the MCPS district system, including any national or local school district policy and procedure requirements.

Recruitment and Retention

- Develop a new recruitment strategy within the MCPD.
- Consider rotating new officers (during field training) and patrol officers in schools AND/OR provide opportunities for patrol officers to shadow EFOs in schools.

The existing collaborative partnership between the MCPD and MCPS should provide the environment and impetus to implement the strategic planning process and policy and procedure changes necessary to improve the EFO Program. We are confident that with the commitment from the executive leadership of both the MCPD and MCPS, this program will assuredly move from “good to great” (Collins, 2001).

Introduction

This report presents the findings and recommendations from the evaluation/management study of the Montgomery County Police Department's (MCPD) Educational Facilities Officers (EFO) Program. Circle Solutions, Inc. (Circle) conducted the study at the request of the MCPD and Montgomery County Public Schools (MCPS) and approved by the U.S. Department of Justice, Office of Community Oriented Policing Services (COPS Office). The purpose of this study was to identify effective management structures and program operations and areas for improvement, thus providing the MCPD and MCPS with a strategic blueprint to enhance the EFO Program and plan for its long-term sustainability.

The report is organized as follows:

- Acknowledgement
- Executive Summary
- Section 1.0—provides a brief overview of and introduction to the EFO Program
- Section 2.0—describes our approach to evaluating the program
- Section 3.0—discusses the characteristics of an effective EFO and stakeholders' opinions about the benefits, sustainability, and future of the program
- Section 4.0—examines the program's organizational structure
- Section 5.0—addresses staffing and management issues
- Section 6.0—assesses the communication and collaboration between the MCPD and the MCPS
- Section 7.0—outlines strategies for improving the EFO Program
- Section 8.0—references
- Appendices—contains research methods and data collection instruments.

Throughout the report, we reference the experience law enforcement agencies and schools nationally have had implementing school safety programs. We do so to highlight the complexity of these programs and point out that the challenges the Montgomery County EFO Program has and is facing are ones many organizations across the country struggle with as well. Placing the EFO Program within this national context allows us to see the program's many accomplishments from a sanguine perspective, confidently address its challenges, and provide recommendations based on our experience working with many law enforcement agencies and schools facing similar circumstances.

1.0 Overview of the EFO Program

The EFO Program was established in September 2002 with a \$4,000,000 grant from the COPS Office.² The funding provided the resources to hire and deploy 32 new, full-time

² The COPS in Schools (CIS) grant program provides funding to support salaries and benefits for newly hired law enforcement officers assigned to schools. These School Resource Officers (SROs) must be assigned at least 75 percent of the time to school safety functions. Each initial grant is for 3 years; grantees may request extensions of their grant period and apply for additional funds to support new, additional SROs. Law enforcement agencies, in partnerships with local school districts, are eligible to apply for funds.

officers in middle and high schools in each of the 32 MCPD beats. In their grant application, the MCPD and MCPS articulated the necessity of these new officers, citing the need for emergency preparedness in response to the events of September 11, 2001, and the heightened security concerns given Montgomery County's close proximity to "high-profile risk locations" in the Washington, DC metropolitan area. The application also documented the MCPD's requests for assistance with school-based crime and disorder problems, including weapons possession, drug and alcohol possession/distribution, bomb threats, vandalism and graffiti, theft, and physical and verbal assaults.

Approximately 6 months prior to the start of the 2003–2004 school year, a planning workgroup formed to gather input from key MCPD, MCPS, and community stakeholders regarding implementing the EFO Program. Workgroup members included an MCPD captain and two sergeants from the Community Services Bureau, the MCPD Management and Budget Officer, six principals and other MCPS representatives, and a representative from the National Association for the Advancement of Colored People (NAACP). The president of the local NAACP initially expressed concerns about how the EFO Program would operate and whether officers would target or profile African-American youth, thus exacerbating racial tensions in Montgomery County. These concerns stemmed from an incident at Gaithersburg High School, when a School Resource Officer drew his weapon while arresting an African-American student. Thus, MCPD and MCPS planners intentionally titled the program the Educational Facilities Officer Program to emphasize that the EFO's primary roles and responsibilities would be to prevent crime and disorder problems, intervene during school-based incidents, and enforce the law only when necessary.

Throughout the EFO Program's development and implementation, the MCPD has garnered the community's trust in the program. Four years after its inception, key stakeholders and school staff consistently reported 1) the EFO Program is essential to the safety and security of the county's schools; 2) the EFO Program has improved the relationship between the MCPD officers and youth; 3) expanding the program to middle schools is needed and would be welcomed; and 4) any hint of removing EFOs from schools would be met with considerable parental and community dissent.

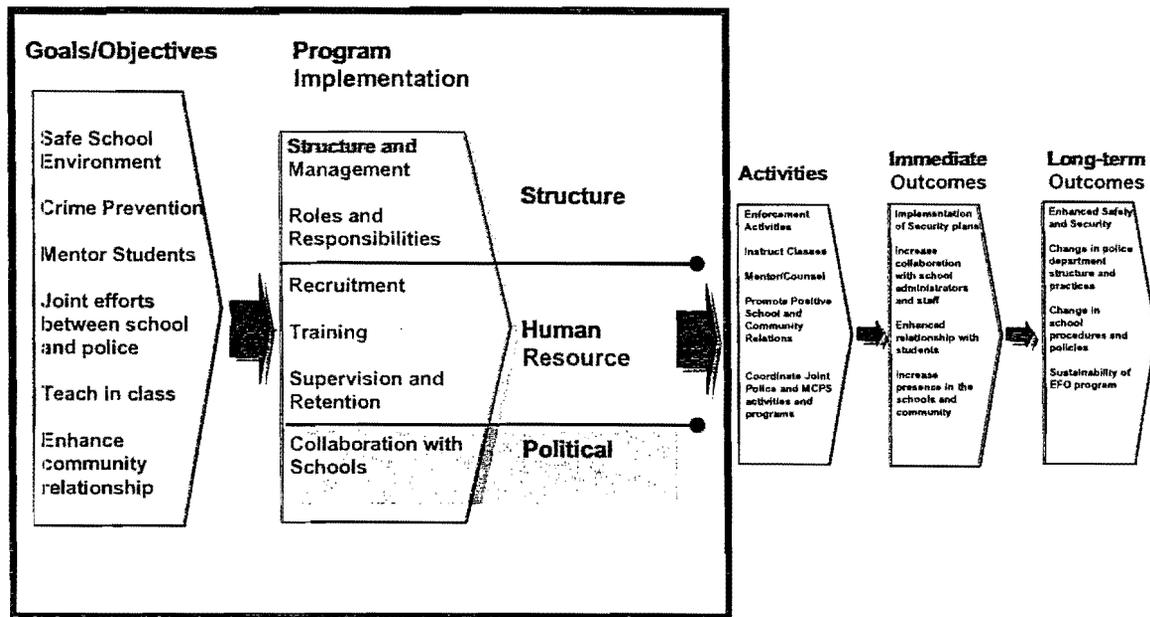
Over the past 4 years, the EFO Program has evolved into an integral part of the specialized services that the MCPD provides. With 4 years of experience in program implementation and management behind them, the MCPD and MCPS decided it was time to assess the EFO Program's strengths and weaknesses and plan for its future and institutionalization.

2.0 The Approach

To assess the EFO Program's impact and effectiveness, we used a multi-frame approach based on the principles of organizational design and theory. We examined the program's structure, human resource management, and political dynamics to determine whether they

are helping to meet the program’s goals (see Figure 1). More specifically, we used data from interviews with more than 100 stakeholders, including school administrators, school security staff, MCPD command staff, and EFOs to analyze 1) whether the program operations and MCPD organizational structure are sufficiently aligned to accomplish the goals of the program (structure); 2) whether staffing and management practices are adequate and consistent with program goals (human resource management); and 3) whether the MCPD and MCPS were successful in forging a network of communication and collaboration (political). (A full description of our data collection and analysis methods can be found in Appendix A.)

Figure 1. Multi-Frame Approach



The multi-frame approach has a number of advantages. First, by focusing on the goals of the program, we were forced to ask “What needs to be done?” (Millar, Simeone, and Carnevale, 2001) to achieve them rather than “What is being done?” Second, this model likens the program to an organization—both are networks of strategies, structures, and people through which established principles of organizational theory are applied—resulting in a better understanding of the how the EFO Program operates. Third, viewing the program in this context provided a basis for ongoing, strategic planning development not afforded by a traditional program model.

3.0 EFO Characteristics, Activities, and Program Outcomes

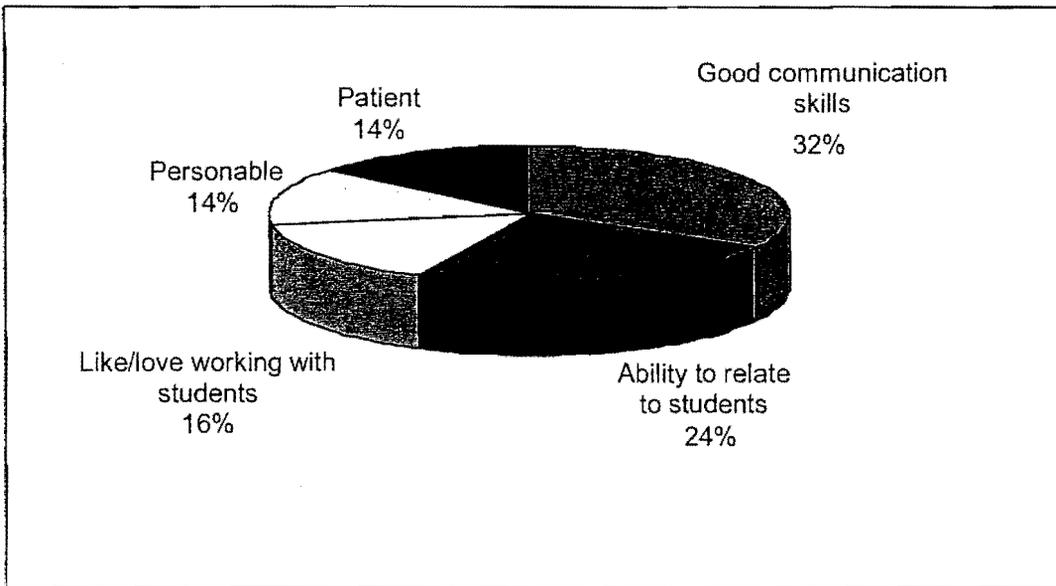
3.1 Characteristics of an Effective EFO

People form the cornerstone of the EFO Program, from the EFOs to the administrators, school security staff, and command staff. But the EFOs are the public face of the MCPD

and are influential in shaping the program and how it is viewed. Having the right people with the right skills in these roles is important, but knowing what those skills are is paramount to the success of the program.

We asked each stakeholder group to identify the skills and competencies of effective EFOs, presumably based on their own experiences with them. All agreed the most important characteristic an effective EFO possesses is good communication skills (32%) (see Figure 2).

Figure 2. Characteristics of an Effective EFO



Other top skills and characteristics stakeholders identified included the ability to relate to students (24%), patient (14%), personable (14%), and like/love working with students (16%). A complete summary of responses by stakeholder group is presented in Table 1.

Generally, EFOs, school administrators, and school security staff agreed on the characteristics and skills necessary for an EFO to be effective (see Table 2). However, there were some interesting differences. For example, as Table 1 shows, both school administrators (4%) and security staff (1%) indicated “understand school dynamics” as a necessary competency for EFOs, whereas the EFOs did not rate this as essential to their work. Additionally, differences in emphasis emerged when the top skills and competencies were arranged and ranked for each stakeholder group (see Table 2). For example, having an EFO who is visible to the students was high on the list for both school administrators and security staff. In contrast, EFOs identified top characteristics which were related to interpersonal skills.

Table 1. Skills and Competencies of an Effective EFO Across Stakeholder Groups

	EFOs	School Administrators	Security Staff
Good communication skills	17%	13%	17%
Ability to relate to students	10%	13%	11%
Like/love working with students	13%	4%	7%
Personable	12%	7%	3%
Patient	10%	7%	4%
Visible	0%	9%	8%
Versatile	10%	0%	11%
Proactive	5%	4%	4%
Supportive of students	0%	7%	3%
Dependability and integrity	2%	2%	7%
Outgoing	3%	4%	1%
Listening Skills	3%	1%	4%
Handle situations diplomatically	3%	4%	0%
Approachable	0%	1%	7%
Understand school dynamics	0%	4%	1%
Low-key	0%	2%	3%
Common sense	0%	2%	3%
Available	2%	3%	0%
Willing to work with the school	0%	3%	0%
Responsive & respectful	2%	1%	1%
Professional	0%	2%	1%
Adjust to the loss of personal space	5%	0%	0%
Set boundaries	3%	0%	0%
Excellent knowledge of the law	0%	1%	1%
Desire to make a difference	0%	2%	0%
Decisive	0%	2%	0%

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Table 2. Top Skills and Competencies by Stakeholder Group

EFOs	School Administrators	Security Staff
1) Good communication skills	1) Good communication skills/Ability to relate to students	1) Good communication skills
2) Like/love working with students	3) Visible	2) Ability to relate to students/Versatile
3) Personable	4) Personable	4) Visible
4) Ability to relate to students/Patient/Versatile	5) Patient	5) Dependability and integrity

Consensus about the skills and competencies necessary to be an effective EFO is essential for guiding the MCPD’s EFO recruitment, training, supervision, and performance evaluation. Examining the activities that encompass the EFOs daily routine illuminates how these skills and competencies support what EFOs need to do to foster safe learning environments for both students and school staff.

3.2 EFO Activities

To some extent, officers said their main responsibility is to maintain the safety and security of the school. However, the primary activities EFOs described, as part of their job, encompassed three main categories: prevention, intervention, and enforcement. Some examples of their daily activities include:

- Being present at times when problems typically occur (i.e., at the buses during the beginning and end of the school day, during lunch periods, and at after school events such as athletic events, school fundraisers, and proms)
- Patrolling the hallway (many EFOs use this as an opportunity to engage students)
- Participating in the student mediation process
- Mentoring students by being approachable or creating positive after school activities
- Teaching classes or guest speaking about the law
- Speaking at freshman orientation classes to introduce the program to parents and students.

A key concern for school administrators and staff was that the types of EFO activities and the degree to which EFOs are involved with students varies from school to school. This was seen, by all involved, as an apparent lack of direction from the MCPD regarding the EFO’s role.

3.3 EFO Program Outcomes

This evaluation is a qualitative exploratory study, and results are intended to be initial benchmarks of the program activities and outcomes. We assessed the program's overall impact and effectiveness based on whether it:

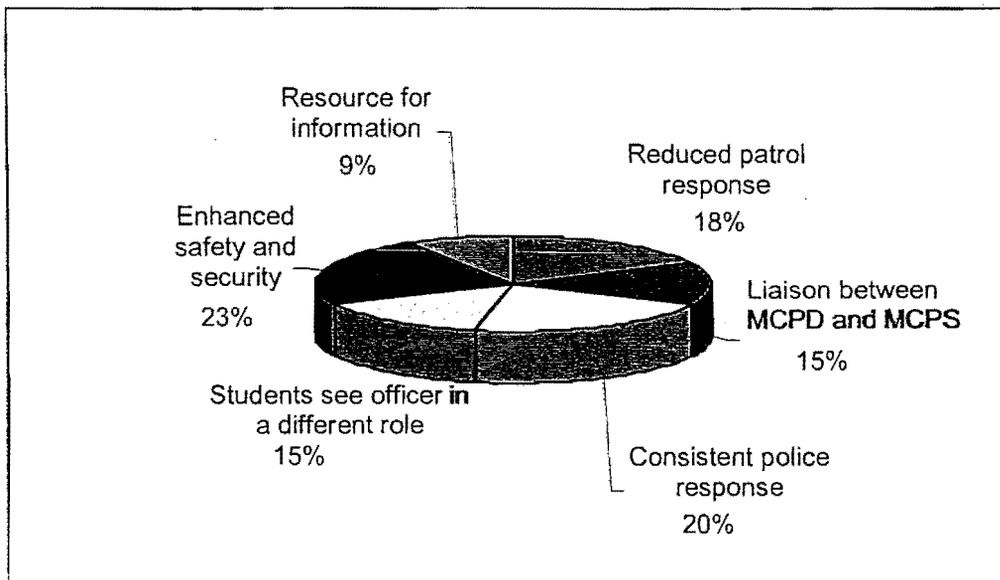
- Increased collaboration between the police department and schools
- Enhanced relationships between officers and students and school staff
- Increased police presence in the schools and community
- Enhanced students' safety and security
- Can be sustained.

The following section presents results from stakeholder interviews related to the perceived benefits of the program, the students' view of officers, program support, the program's impact on school personnel's work, program sustainability, and the future of the program.

3.3.1 Benefits of the EFO Program

When we asked stakeholders, "What benefits does the EFO Program bring to your organization?" the two most common responses were enhanced safety and security (23%) and consistent police response (20%) (see Figure 3).

Figure 3. Benefits of the EFO Program According to Stakeholders



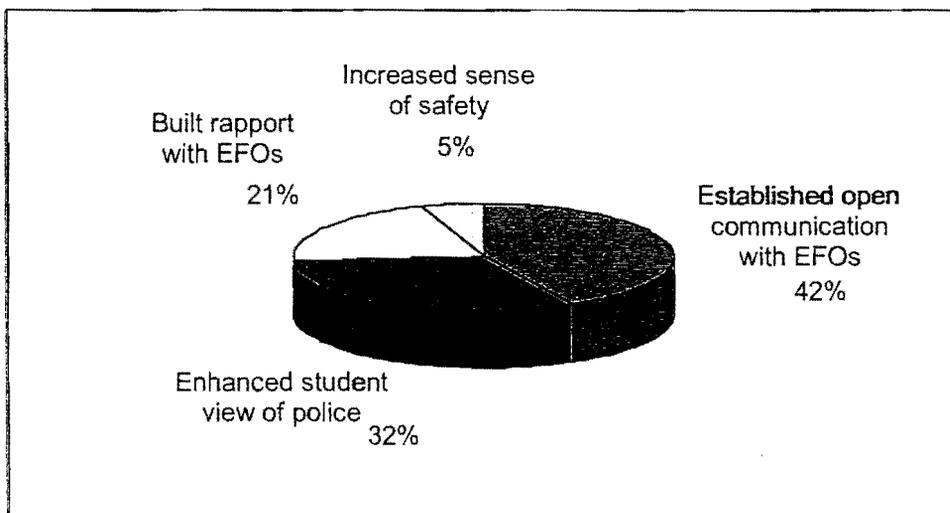
EFOs more often stated reduced calls for patrol to the schools (18%) as the main benefit of the program, while the majority of school security staff cited consistent police response (20%). Both of these perspectives indicate the response and coordination with the MCPD when an incident occurs at the schools has improved as a result of the

program. Prior to the program, the school would call 911 requesting a patrol officer if an incident required the MCPD's assistance. Under this protocol, police responses were often delayed due to an overburdened patrol unit, leaving the school security staff unable to attend to other matters until the patrol officer arrived. Many respondents said the EFO Program has streamlined the communication between the schools and police department and the department's response to incidents.

3.3.2 Students' View of the Police

A principal goal of the EFO Program as stated in its mission is to "[foster] positive interactions with students and school staff." To evaluate this goal, we asked respondents whether they thought the presence of an EFO has impacted students' view of the police. All respondents from each of the stakeholder groups indicated they felt the EFO Program has positively impacted students' view of the police (32%). Respondents said the EFO Program has 1) established open communication between students and EFOs; 2) enhanced students' view of the police; 3) increased students' sense of safety; and 4) created the opportunity for students to build rapport with EFOs (see Figure 4).

Figure 4. Impact of the EFO Program on Students' View of Police



The program's positive impact on students' perceptions of the police is also supported by the fact that 15% of respondents identified the students' opportunity to see officers in a different role as a benefit of the program (see Figure 3).

One difference among stakeholder groups regarding the program's impact on students' views of the police is that EFOs generally identified "enhanced students' view of the police" (50%) and "opportunity to develop good rapport with students" (50%) as the main impact of the program. School administrators, on the other hand, saw the establishment of an open line of communication with the EFO (71%) a key result of the program. Table 3 summarizes the responses for each stakeholder group.

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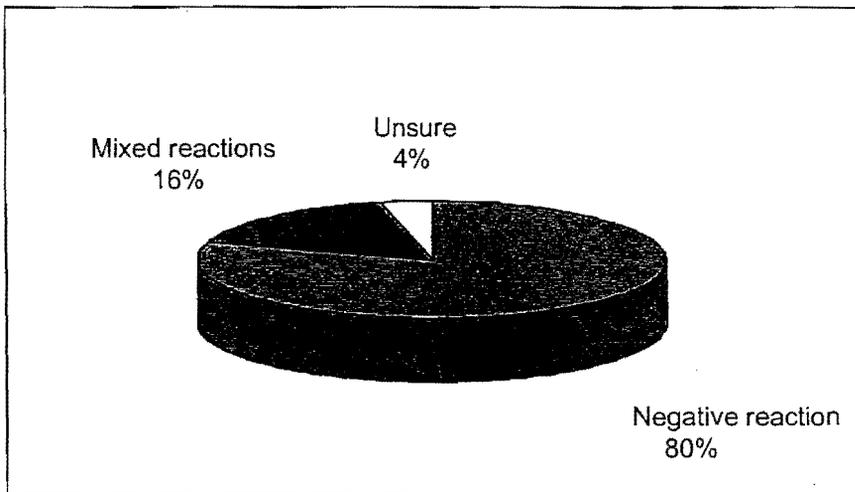
Table 3. Benefits of the EFO Program by Stakeholder Group

	EFOs	Administrators	Security
Established open communication with EFOs	-	71%	21%
Enhanced students' view of police	50%	11%	52%
Built rapport with EFOs	50%	14%	16%
Increased sense of safety	-	4%	11%

3.3.3 Program Support

An important indicator of overall success of the EFO Program, or any program for that matter, is whether the program can be sustained long-term. One aspect of sustainability is support for the program and, in this case, support from the community. A majority of respondents (80%) stated parents would react negatively if the EFO Program ended (see Figure 5).

Figure 5. Parents' Reaction if EFO Program Ended



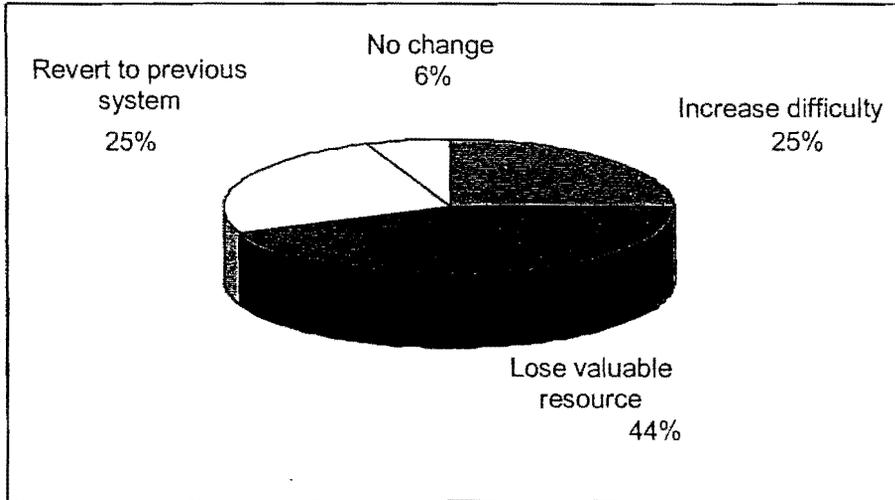
These results are important because, initially, some parents and community members, particularly within the minority community, expressed concerns about the EFO Program. Thus, the change in support from parents would indicate the program has increased the value of having officers in schools. The results also speak to the sustainability of the program in that its long-term success would not be possible without parental and community support.

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3.3.4 Impact on School Personnel's Work

Another indicator of program sustainability and support is how well the program is integrated in the schools or, more specifically, the extent to which schools rely on the program. We evaluated this aspect by asking both school administrators and security staff how terminating the EFO Program would impact their work. The majority indicated their work as it relates to school safety and security would be more difficult (see Figure 6).

Figure 6. Impact on Your Work



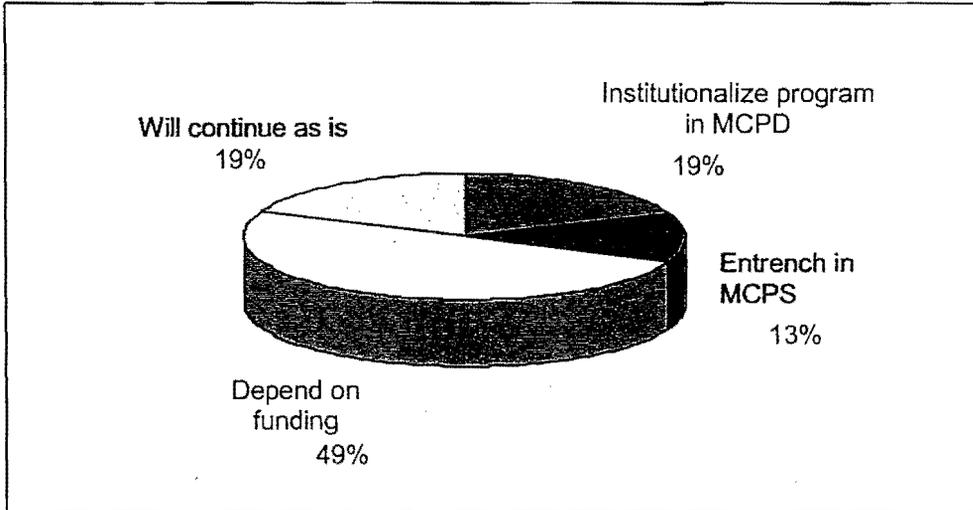
Many respondents said that not having an EFO would be a loss of a valuable resource (44%). Respondents often cited officers' knowledge of the law and enforcement issues as an important asset. A quarter of respondents indicated the difficulty of their work in general would increase, while another quarter said they would have to revert to relying on 911 to call an officer to respond to a serious incident.

3.3.5 Sustainability

We addressed the issue of sustainability further through a series of questions. The first question asked respondents, "Do you think the EFO Program is sustainable?" All respondents said, "Yes." We asked them to describe what—if anything—would be necessary for the program to be sustained long-term. Almost half stated it would depend on future funding or the continuation of funding, while 19% said the program could be sustained as is. A third of respondents indicated the program's sustainability would depend on institutionalizing the program within the police department and the school district (see Figure 7).

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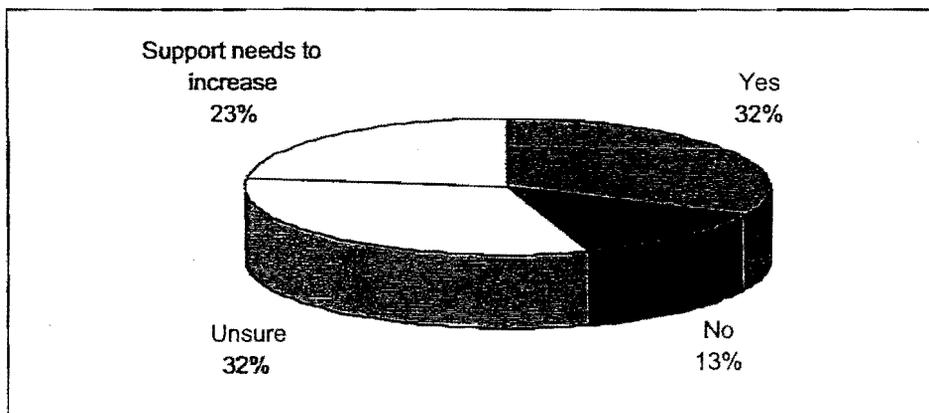
Figure 7. Long-term Sustainability



3.3.6 Support to Accomplish Goals

Another important aspect of program sustainability is both leadership and financial support from the parent organization (MCPD). Views on this topic were similar across school administrators, school security, and EFOs. Only a third (32%) of respondents felt the program has enough support and resources to accomplish its intended goals, while the majority were either unsure (32%) or felt the support needs to increase (23%) (see Figure 8).

Figure 8. Does the EFO Program Have Enough Support?

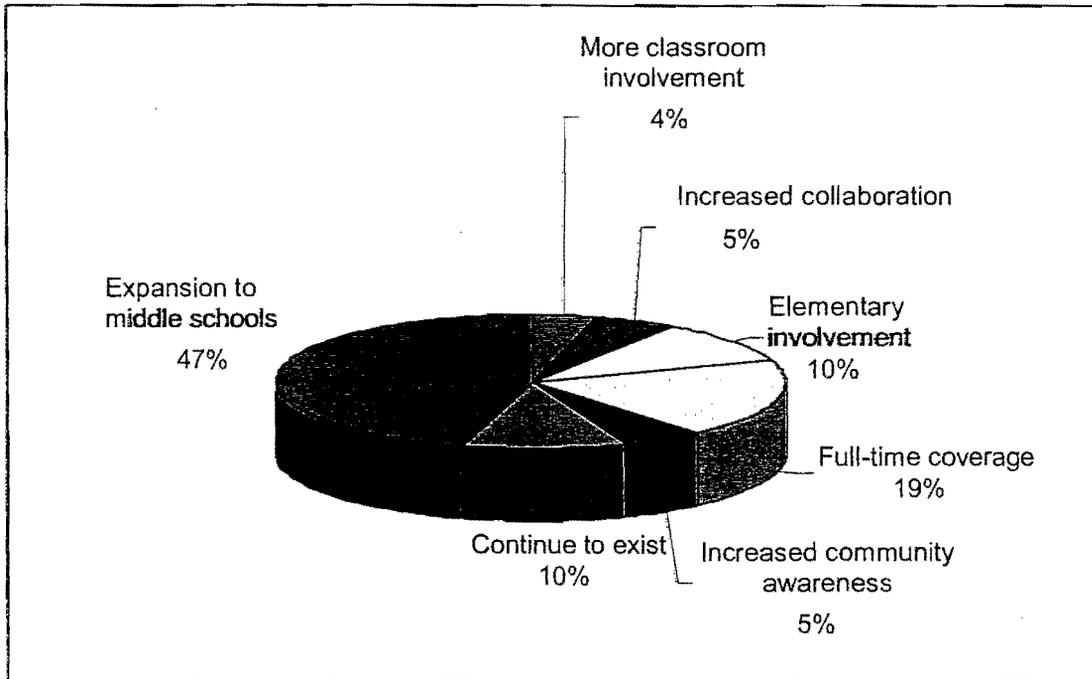


The remaining 13% felt the program does not have enough support and resources to accomplish its goals.

3.3.7 Future of the Program

Respondents were asked to describe what they saw for the future of the program. The majority of respondents saw the program expanding to middle schools (47%). This is not surprising given the program is already in all the high schools; expanding the program to middle schools seems to be the natural progression (see Figure 9).

Figure 9. Future of the EFO Program



Full-time EFO coverage in the high schools was an important issue for school administrators and security staff (19%) and is something they would like to see implemented in the future. Full-time coverage involves having an EFO present 5 days a week when school is in session and a substitute EFO for those days the regular EFO cannot be at the school. In addition, participants across all three stakeholder groups indicated the need for EFOs to be more involved at the elementary school level (10%). Another 10 percent said the program would continue to exist long-term.

4.0 Organizational Structure: The “Blueprint” of the EFO Program

School safety programs nationally are complex partnerships between two large organizations, each with their own structure, policies and procedures, and culture. The EFO Program is no exception, as it operates within and between the structures of the MCPS and the MCPD. Success rests on having clearly defined goals and all parts of the program working together to reach those goals. The core premise of the structural

perspective of organizational theory is “clear, well-understood roles, responsibilities, relationships, and adequate coordination are key to how well an organization performs” (Bolman & Deal, 1991). The first step in assessing the EFO Program was to look at how it is organized around its goals and objectives. Although this type of assessment might seem basic, misaligned organizational structure and goals can hinder a program’s overall effectiveness and have far-reaching consequences on important aspects such as human resource management, collaboration, and coordination.

4.1 Structure and Management of the EFO Program

At its inception, the EFO Program was centralized at MCPD headquarters under the supervision of the Field Services Bureau’s administrative sergeant, who reported directly to the bureau’s chief. In 2004, the program was decentralized, with the EFOs assigned to the districts and under the command of district lieutenants, who subsequently report to district captains. Over the course of this study, the MCPD assigned a sergeant to oversee the EFOs in three districts in an attempt to improve communication and coordination. Figure 10 depicts the organizational structure of the EFO Program within the MCPD.

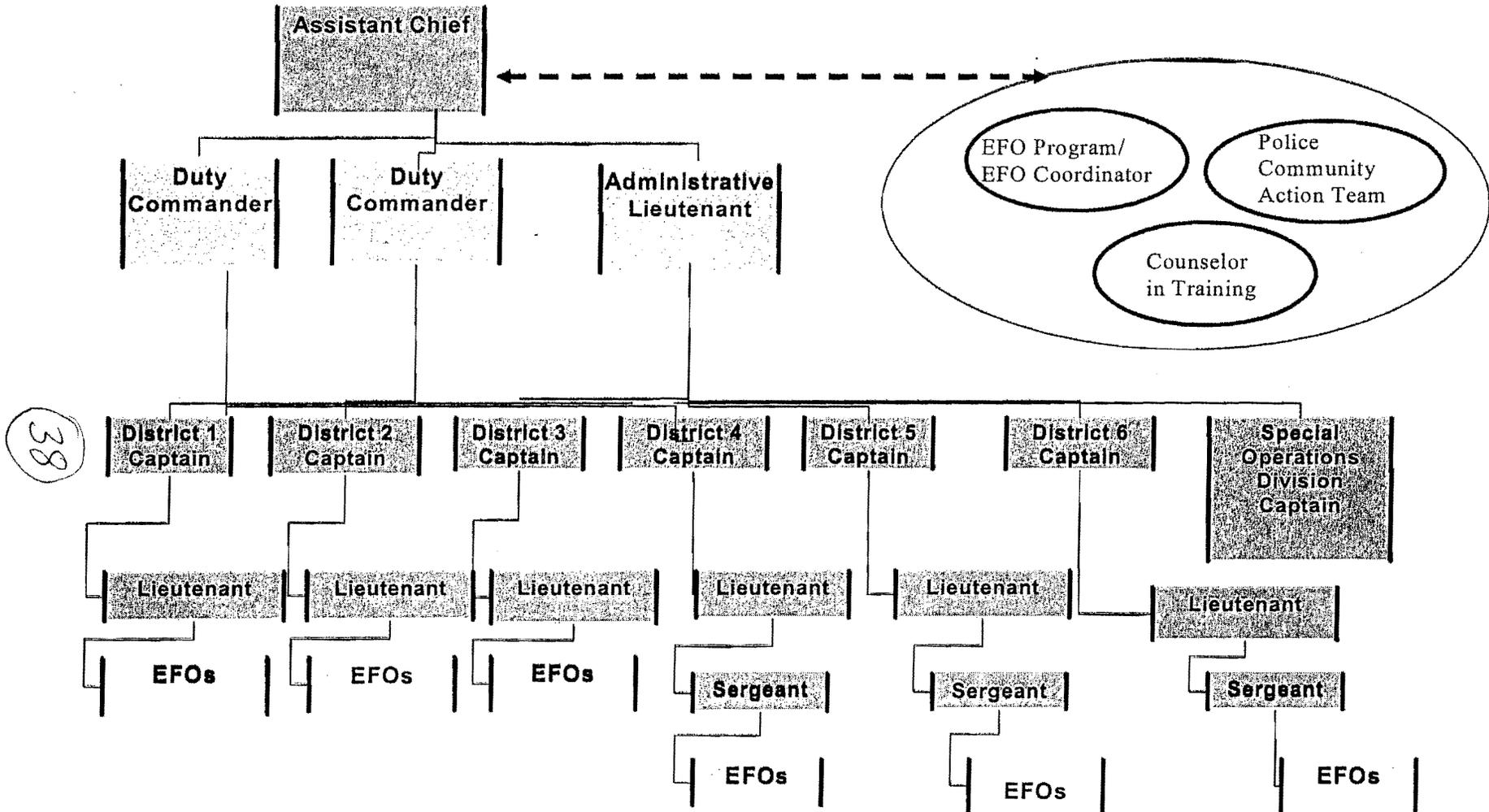
Since EFOs work primarily at their assigned school, they not only navigate the large divisional hierarchy of the police department but also that of the MCPS. Within the MCPS is the Department of School Safety and Security (DSSS), which is under the leadership of the chief operating officer. A field security coordinator oversees the DSSS teams for schools within their assigned district. The DSSS staff report to team leaders and are overseen by an assistant principal within their respective schools. Individual schools are under the leadership of the principal, who provides both academic and administrative oversight. Figure 11, on the next page, shows an organizational chart for the MCPS.

A rule of thumb in organizational theory is “as complexity grows so does the need for more sophisticated coordination strategies” (Bolman & Deal, 1991). This is certainly the case for the EFO Program, where a high level of sophistication and lateral coordination across districts and schools is required.

The current decentralized or divisional structure aligns with the organizational structures that support the fundamental philosophy of community policing—making district captains responsible and accountable for improving the safety of their community. Under such a decentralized model, each district captain, and thereby all the officers assigned to that district, “own” the crime and disorder problems within their community and are empowered to manage police services to address the unique problems the community faces. The advantages of a decentralized model of police services are flexibility in resolving very specific local crime and disorder problems; the ability to foster problem-solving strategies tailored and driven by a collaborative partnership between the police and the community they serve; and increased accountability for crime prevention and reduction across all levels—from patrol officers to commanders—within the MCPD.

(37)

Figure 10. Structure of EFO Program Within the MCPD



However, the very factors that make this decentralized model responsive to the individual needs of schools and communities also present operational challenges for the EFO Program. Chief among them is determining how to unify the program without limiting its responsiveness and effectiveness.

In an organizational structure that is too flexible or loose, “people tend to go their own way with little sense of what others are doing” (Bolman & Deal, 1991). If the organizational structure is too tight, “it can stifle flexibility” and job performance (Bolman & Deal, 1991). The EFO Program intended to be flexible enough so that it can be tailored to address the unique needs of each school; however, the opinion among stakeholders was that the program lacks sufficient central leadership and coordination of effort. Consequently, each EFO defines the program’s goals and his or her roles and responsibilities based on personal preferences. A lack of a unified understanding among schools and the police department of the program’s purpose and function is a principal impediment to the program’s overall success.

4.2 Program Goals

Our review of MCPD documentation revealed no clear source or official statement of purpose or goals for the EFO Program. Instead, program goals are delineated in a variety of sources, including MCPD Directive FC 1104, a Memorandum of Understanding (MOU), and information provided on the MCPD’s official website. The purpose and goals of the program as described in each source are summarized in Table 4.

Table 4. Goals of EFO Program by Source

MCPD FC 1104	<ul style="list-style-type: none"> ▪ Assign sworn officers to serve as liaisons between the MCPD and all of the MCPS and private schools in the County.
MOU	<ul style="list-style-type: none"> ▪ Maintain and enhance a safe and secure learning environment for students, staff, and the school community within Montgomery County, Maryland.
MCPD Official Website*	<ul style="list-style-type: none"> ▪ An outreach program intended to foster positive interactions with students and staff. ▪ Another key component of the program is to ensure the safety of the students and staff on the various campuses by reviewing rules and regulations, performing safety presentations, and when criminal activity has been discovered, the E.F.O. is expected to enforce the laws by taking appropriate action.

*<http://www.montgomerycountymd.gov/poltempl.asp?url=/content/POL/ask/fsb%20admin/efos.asp>

Although these descriptions do not differ significantly from each other, they are nonetheless problematic. Without a clear purpose, it is difficult—if not impossible—to establish well-defined roles, responsibilities, and relationships that are understood across the program.

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4.3 Roles and Responsibilities

Nationally, officers assigned to school safety programs are expected to take on three main roles—liaison between the law enforcement agency, school, and community; problem-solver, safety expert, and law enforcer; and educator (Circle Solutions, Inc., 1999). The roles and responsibilities of EFOs in the MCPD are outlined in four official documents:

- 1) The Memorandum of Understanding (MOU), which was developed for the COPS grant application and focuses on emergency preparedness;
- 2) MCPD Directive FC Number 1104, which focuses on the liaison, coordination, and crime prevention role of EFOs;
- 3) MCPD Standard Operating Procedures, which include similar roles and responsibilities to Directive 1104 but also provide additional procedural functions;
- 4) An MOU between the MCPD, MCPS, and the Montgomery County State’s Attorney’s Office (SAO), which establishes a protocol for school administrators for reporting “major incidents” that occur on MCPS property, including school buses, or at MCPS-sponsored events and extracurricular activities.

Together, these MOUs and operating procedures establish the basis for what is expected of EFOs. Some roles and responsibilities are consistent within the official documents (see Table 5), but many are not (see Table 6).

Table 5. Crosswalk of EFOs’ Roles and Responsibilities

	MCPD directive FC Number 1104	MCPD Standard Operating Procedures
Aligned	<ul style="list-style-type: none"> • Serve as a point of contact to deliver MCPD programs such as crime prevention, conflict resolution and mediation, drug and alcohol awareness, violence prevention, gang awareness, and community relations and outreach. 	<ul style="list-style-type: none"> • Proactively and upon request provide training and presentation about law enforcement or school-related topics useful for students, staff, school administration, school security, parents, and other MCPD personnel to aid efforts to provide a safer school environment.
	<ul style="list-style-type: none"> • Maintain contact with MCPD beat officers assigned to the clusters in which schools are located and coordinate service provisions. 	<ul style="list-style-type: none"> • Maintain a close working relationship with the MCPD uniformed personnel as well as investigators from Special Investigations, Major Crimes, Family Crimes Division and District Investigative sections to ensure positive outcomes in those cases involving the school and the community.
	<ul style="list-style-type: none"> • Assist in coordinating joint MCPS and MCPD activities for the cluster. 	<ul style="list-style-type: none"> • Be alert and proactively involved in truancy intervention. Work with the MCPS staff to create strategies to reduce truancy and monitor closely chronic offenders. • Attend and coordinate assistance, when needed, at major school events such as athletic events, large dances or other activities.

Table 6. Additional EFO Roles and Responsibilities

Original MOU
<ul style="list-style-type: none"> ▪ Improve coordination and communication in an emergency, disaster, crisis or dangerous situation with the overall goal of maintaining and enhancing a safe and secure learning environment.
<ul style="list-style-type: none"> ▪ Develop and conduct training to familiarize police officers, MCPS staff, and appropriate staff from other public safety and governmental agencies in the County with emergency preparedness plans that would affect the response of the agencies in their assigned beat.
<ul style="list-style-type: none"> ▪ Participate with the school community in the development, administration, and evaluation of exercises designed to assess the effectiveness of emergency preparedness plans, communications networks, and equipment that would be employed in an emergency, disaster, crisis, or dangerous situation.
<ul style="list-style-type: none"> ▪ Coordinate the delivery and assess the effectiveness of community policing initiatives and programs provided by the MCPD for the MCPS community.
<ul style="list-style-type: none"> ▪ EFOs will not be used to enforce MCPS policies, rules, regulations, and/or procedures.
MCPD directive FC Number 1104
<ul style="list-style-type: none"> ▪ Participate as a member of the school-based safety committees.
<ul style="list-style-type: none"> ▪ Serve as a liaison to all feeder schools in the cluster.
<ul style="list-style-type: none"> ▪ Meet, as needed, with parents, teachers, principals, other school administrators, and students to discuss issues of concern within the school.
<ul style="list-style-type: none"> ▪ Have primary responsibility for all calls for service at the schools to which they are assigned and will monitor the police radio. Investigations of crimes in the schools shall be the responsibility of the EFOs and/or the appropriate unit having follow-up responsibility.
<ul style="list-style-type: none"> ▪ Serve as a link between the school system and MCPD to develop and maintain emergency preparedness plans, develop training plan, conduct exercises, etc.
<ul style="list-style-type: none"> ▪ Coordinate response of other MCPD resources to school-related incidents.
<ul style="list-style-type: none"> ▪ Assist with traffic safety and enforcement activities.
MCPD Standard Operating Procedures
<ul style="list-style-type: none"> ▪ Be cognizant and prepared to respond to other popular locations known to be frequented by their students.

Combined, these documents account for 16 separate roles and responsibilities of an EFO. Besides the fact that 16 is too many, a good number of these roles and responsibilities are not consistent with what is needed at the schools and what EFOs are actually doing. The roles and responsibilities set forth in these documents do not adequately establish a set of minimum expectations that can be easily communicated to and understood by

stakeholders. As a result, the EFOs' performance and program's effectiveness differs from one school to another.

4.4 Communication

The most difficult aspect of any joint venture is establishing clear lines of communication and information sharing. The Family Educational Rights and Privacy Act (FERPA) and other state and local statutes, ordinances, and case law invariably make information sharing between agencies a complex task. Law enforcement agencies and school officials nationally struggle with balancing students' privacy with sharing information about actual or potential criminal and other problem behaviors. Fundamental to effective information sharing is a thorough understanding—by all agencies—of the provisions and limitations of FERPA and any state and local regulations.

In October 2006, the MCPD, MCPS, and the Montgomery County SAO entered into a MOU to develop a protocol for exchanging information, particularly about major felonies and serious criminal behaviors including arson; rape; death; possession of firearms or other dangerous weapons; possession of a destructive device; possession, distribution, or manufacture of controlled dangerous substances; and gang-related and hate crimes. This MOU is a step in the right direction in helping the MCPD and MCPS work together more effectively. However, more needs to be done, as the role and function of school staff as part of the EFO Program is largely unclear.

5.0 Staffing and Management

One key to the long-term success of an organization—or in this case a program—is investing in employees and responding to their needs (Collins & Porras, 1994; Farkas & DeBacker, 1996; Kotter & Heskett, 1992). To do so requires having a set of basic human resource management principles and practices in place (see Table 7).

The old adage “A company is only as good as the people it keeps” points to the importance of good management practices in achieving the goals of the organization. This is also true for the EFO Program. Simply put, assessing how people are managed is fundamental to evaluating the effectiveness of the EFO Program.

5.1 Hire the Right People and Keep Them

The most persistent and challenging issue for the EFO Program as noted by EFOs, MCPD command staff, and school staff is the lack of interest on the part of officers to become EFOs. The small pool of candidates hampers the ability to select officers with the appropriate skill set to be most effective. It also presents a challenge in retaining EFOs and expanding the program.

(43)

Table 7. Human Resource Management Principles and Practices*

Principles	Practices
Hire the right people= RECRUITMENT	<ul style="list-style-type: none"> ▪ Know what you want ▪ Be selective
Keep them= RETENTION	<ul style="list-style-type: none"> ▪ Reward well ▪ Protect jobs ▪ Promote
Invest in them= TRAINING	<ul style="list-style-type: none"> ▪ Invest in learning ▪ Offer professional development and training opportunities
Empower them= SUPERVISION	<ul style="list-style-type: none"> ▪ Provide information and support ▪ Encourage autonomy ▪ Foster self-management teams

*Bolman and Deal (1991).

EFOs, district command staff, and school personnel agreed that the key barriers to recruiting EFOs are:

- Not enough incentives
- Not considered career-building
- No desire to work with juveniles
- Lack of awareness
- No recruitment process

Based on our interviews, the current incentives offered to EFOs, including working four 10-hour days and first consideration for temporary assignments and overtime for after school activities, are not enough to attract more officers to the position. As it stands, serving on patrol is financially more rewarding because of the officers' ability to earn overtime pay. EFOs can earn overtime pay by working at after school events (e.g., football games), but their opportunities are limited. Without compensation to offset the difference, EFOs have less earning potential compared with patrol officers.

When asked about the general standing of the EFO within the department, the majority of EFOs and command staff agreed the position is not seen as career-building. One reason is that, in many ways, the role of an EFO is contrary to the traditional police officer. The EFO is primarily engaged in crime prevention rather than law enforcement; however, traditional officers' effectiveness is typically gauged by their numbers of arrests or tickets issued. As one command staff described, *"The EFO position is seen [as] more of a specialized assignment or technical position rather than a step toward promotion."* A common reason EFOs stated for this view was the misconception that the position is a "closet job," "a crutch," "a place to hide," "a retirement type of job," or "a laid back job." Many patrol officers are deterred by these negative connotations.

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Another common sentiment among EFOs was that other officers are not attracted to the position because they do not want to work with students. It seems some of this attitude is a result of officers not knowing what the job entails. However, it is mostly due to a general mindset that working in the confines of the school—with various exceptions of law related to juveniles—is more difficult, is not police work, or is too administrative (i.e., requires too much paperwork).

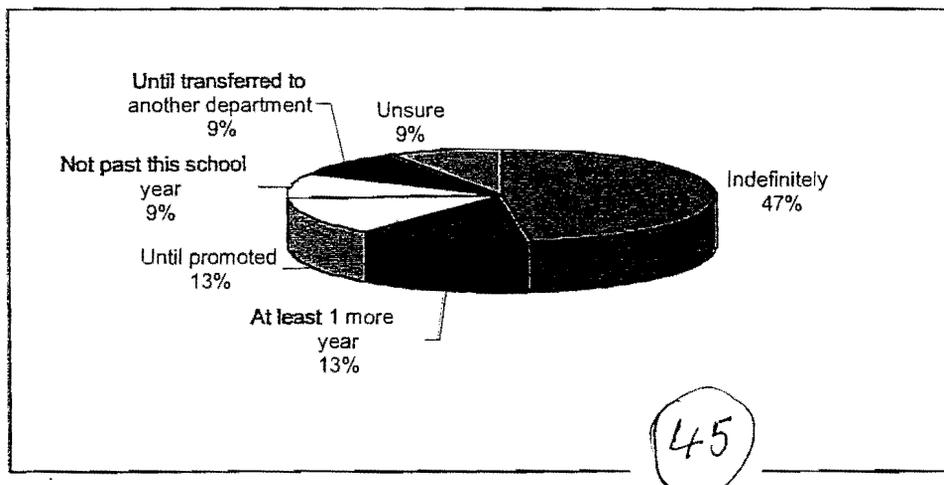
Another reason officers may not aspire to become EFOs stems from their lack of awareness regarding the program’s purpose and, more specifically, what the role entails and the position’s contribution to the overall mission of MCPD. Ironically, EFOs, perhaps more than any other officers, exemplify the primary mission of law enforcement agencies—the prevention of crime. As such, EFOs can contribute significantly to the organization’s ability to keep Montgomery County a safe community. EFOs have the most unique opportunity to not only immediately effect both school-based and community crime prevention efforts, but also can mentor the next generation to be law abiding citizens of their communities.

Although stakeholders agreed the MCPD values the EFOs and supports the program, most felt the department should do more to promote the program and its invaluable contributions to the mission of the organization. Stakeholders felt that by better educating all officers about what EFOs do, the department would dispel the negative perception of the job, enhance the stature of the job as “real policing” and potentially attract more qualified candidates to the positions. Some stakeholders also appropriately noted that educating officers would let potential candidates “*know what they are getting into.*”

Finally, no formal recruitment efforts to seek and encourage qualified candidates to apply to become EFOs exist.

When EFOs were asked how long they saw themselves in the position, about half said they would be staying in the program indefinitely (47%), while the remaining were unsure or only planned to continue short-term (see Figure 12).

Figure 12. How long do you see yourself being an EFO?



These findings highlight another important staffing issue: how to retain the current EFOs.

5.2 Invest in Them

One cornerstone of any successful program or organization is the development and training of its people. Without adequate training, both individual performance and the program as a whole suffers. EFOs, school administrators, security teams, and regional coordinators agreed EFOs receive adequate training, which includes successful graduation from the police academy and field experience. However, the MCPD does support and encourage EFOs to acquire additional training.

Although the general consensus was that EFOs are sufficiently trained, stakeholders agreed additional training would be beneficial. The training recommendations of all respondents were consistent (see Table 8) and coincided with the top skills they identified as necessary to be an effective EFO—good communication skills, the ability to relate to students, and patience. However, police personnel recommended additional training focus on improving EFOs’ ability to work with students, whereas school personnel recommended the focus be on understanding the policies and laws within the system (see Table 9).

A considerable issue, particularly for EFOs, was mental health. Specifically, EFOs indicated they would like training in “identifying students with mental health problems and how to cope with these situations,” “understanding the adolescent mind,” and “learning how to deal with students with emotional or behavioral problems.” EFOs’ other leading recommendations included training in prevention strategies, counseling and mentoring students, and effectiveness in the classroom. As one EFO put it, they’d like to learn “*how to be better EFOs.*”

Table 8. Training Recommendations by Importance and Respondent Group

EFO	District Command	School Administrators	School Security
Mental Health	Crisis Intervention Training	Educational Law	School System and Policies
Prevention	Mental Health	School System and Policies	Juvenile Law
Counseling/Mentoring	Teaching	Communication/ Interpersonal Skills	Communication/ Interpersonal Skills
Teaching	Prevention	Teaching	Teaching
Crisis Intervention Training	Conflict Resolution	Mental Health	
Gangs	Prevention	Counseling/Mentoring	
Communication/ Interpersonal skills	Defensive Tactics	Conflict Resolution	

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School administrators and security personnel did not dismiss the benefit of skills training, but their primary concern was EFOs' awareness of how schools operate, their policies, and the associated educational law. From the schools' view, there is an important distinction between law enforcement and law enforcement within schools. One respondent said, "I think it is difficult for a police officer to come into this situation because they forget that being a policeman isn't the most important thing here." In addition to their formal training, the EFOs' roles and responsibilities are influenced by the obligations of the school delineated in the district policies and the structure of juvenile laws. In general, school personnel felt most officers were well aware of what the *law* says about students but not what the *school system* says about students.

5.3 Empower Them

Striking the right balance between supervising and empowering EFOs can enhance both their performance and the program's effectiveness. Ideally, EFOs should have enough autonomy and flexibility to perform their job effectively, but not so much that the program suffers from a lack of clear responsibilities and accountability.

School personnel were most likely to describe the supervisory structure of the EFO Program as adequate (see Table 9). Fifty-three percent of school administrators were satisfied compared with 35% of those who were not. Although 53% of school security staff felt the supervision was adequate, they were almost evenly divided. On the other hand, the majority of both EFOs (58%) and the district command staff (67%) felt the current supervisory structure was inadequate.

Table 9. Supervision of EFOs

	EFOs ³		District Command		School Administrators ⁴		School Security	
	Yes	No	Yes	No	Yes	No	Yes	No
Is the supervision of EFOs adequate?	29%	58%	33%	67%	53%	35%	53%	47%

School administrators' perspective of the supervisory structure seemed to be influenced by the level of coordination and communication with the EFO. Administrators who were satisfied said one or more of the following: 1) the EFO's supervisor had come on site or had contacted the them by telephone; 2) the EFO met with them prior to the start of the school year; 3) the EFO shares schedule with school staff; 4) they could always get a hold of the EFO; and 5) they met regularly with the EFO. Those administrators who felt supervision was inadequate indicated they had not seen the EFO's supervisor, were unclear about the supervisor's schedule, said the supervisor and EFO met less often, and were unclear about what the EFO was supposed to be doing.

³ Does not equal 100% due to nonresponse.

⁴ Does not equal 100%; excludes respondents who said they could not comment because they were not familiar with the supervisory structure of the program.

Like the school administrators, school security team members' feelings about the adequacy of supervision seemed to be determined by the level of coordination and communication with the EFO, particularly because they work more closely with the EFO. Those who were satisfied with the supervision said the EFO checks in regularly, informs security staff when he/she is going to be out, is visible, is reachable, and shares his/her schedule. The main reasons security personnel cited "non-existent" supervision or "a lack of accountability" were a lack of communication with the EFO about their schedule or availability on any given day and the supervisor never checking in with the EFO or the school.

The primary reason EFOs and district command felt supervision was inadequate was the lack of availability of the first-line supervisor, who is typically a lieutenant. As one EFO stated, *"I personally don't think supervision is adequate because I think you need direct contact with your first-line supervisor."* District lieutenants' workload and responsibilities limit their availability and ability to oversee the EFOs in their district adequately. EFOs and district commanders who were satisfied with the supervision recently had a sergeant assigned to oversee them. A major concern among command staff was that the current organizational structure had, in some cases, led to minimal supervision and EFOs' abuse of the system. As one respondent said, *"If you want to you can go sit across the street all day if you want...they don't really know what we are doing."*

5.4 Organization

Apart from these staffing and management principles and practices is how the chain of command is organized. The current decentralized structure of the police department influences the management practices within each district and the program as a whole.

In the first year of the grant, the EFO Program was placed within the Office of the Chief under the Community Services Division and under the supervision of one lieutenant. Subsequently, the department moved from this centralized structure to a decentralized one. Under this new arrangement, EFOs report to their district lieutenants, who then report to their district commanders. In three districts, the program's management was modified, requiring EFOs to report to a sergeant rather than a lieutenant. This model of reporting to a sergeant is consistent with the bulk of research finding it more effective in addressing the needs of the community.

Overall, most EFOs considered the change from centralized to decentralized management a positive one. At the same time, they described considerable weaknesses that have chipped away at the depth and effectiveness of the program. The primary issue was the lack of a clear understanding across districts of the EFOs' roles and responsibilities and the goals of the program. By design, *"EFO roles and responsibilities and deployment is entirely up to each district commander and supervisors."* District commanders and supervisors have a great deal of discretion but no clear standards or guidance for managing consistently across the county. The program is seen not as one comprehensive, district-wide program, but as 26 individual school programs.

6.0 More Than Just a Partnership

The success or failure of the EFO Program does not rest with just one organization. Instead, it depends on the mutual commitment of and collaboration between the MCPD and the MCPS. Thus far, our evaluation has focused on the elements of the program—its structure and human resource management—whereby the burden and capacity to implement change rests primarily with the police department. But collaboration is equally the responsibility of both the police department and the school district and is a critical part of the program's framework.

The word *collaboration* connotes more than just working together. It implies a partnership to share resources and responsibility for community initiatives typically outside the partners' own funding and budgets. Partnerships are seen as loosely structured, informal arrangements between organizations that may have positive or deleterious effects on either organization. The program's efficacy may be impacted by the partnership, but not to the point to which it affects the program's success or failure. The EFO Program has the basic characteristics of a community partnership, but it is more than just a partnership—it's a strategic alliance.

The distinction may seem small, but an alliance is a formal, defined arrangement whose purpose is to achieve a shared strategic goal that would be impossible to meet independently. This alliance between the MCPD and MCPS represents the final element of the program's framework—political dynamics. More specifically, the political dynamics define the characteristics of the strategic alliance. They influence the strength and sustainability of the alliance between the department and the school district. The characteristics of the alliance also play a large role in the program's effectiveness and how it functions overall.

6.1 Collaboration at the Schools

When asked if they were satisfied with the level of collaboration and communication between the MCPD and MCPS, the majority of EFOs, security staff, and school administrators indicated they had good working relationships. Some common factors among satisfied schools with good working relationships are listed in Table 10 and supported by statements from EFOs, security staff, and administrators.

In cases where respondents were not satisfied with the level of collaboration and communication, their reasons differed depending on their position. EFOs' and principals' dissatisfaction seemed to be based on a conflict of views about punishment for crimes. Dissatisfied security staff cited a lack of EFO presence or lack of principal support for the EFO.

Although stakeholders seemed satisfied with the working relationships overall, the level of collaboration across schools varied and entirely depended on the personal preferences of the EFO and principal. Consider these two statements: "*They do very well because our principal believes in the program*"; "*The program is clearly dependent on the person*

you have in the EFO position.” There are no clear directions or guidelines provided to EFOs or schools about how to work together effectively. If one, the other, or both are unwilling to collaborate, the program’s impact is severely hindered.

6.2 The Glue That Holds It Together

The cooperation between the MCPD and MCPS affects collaboration at the schools but, more importantly, shapes how the program functions and what it achieves. A strong strategic alliance provides leadership in terms of mutual goals and objectives, strategies, roles and responsibilities, collaboration, decision-making, and communication. This leadership is especially important when there is a wide divide in organizational culture, as is the case with the MCPD and MCPS. Strategic leadership is most effective when it flows from the highest levels; otherwise, failure to understand and adapt to a new style of management, unrealistic expectations, poor communication, strategic goal divergence, and other problems can result, all of which are common reasons alliances fail (Duysters, deMan & Wildeman, 1999; Vyas, Shelburn & Rogers, 1995). In the case of the EFO Program, a lack of or weak leadership can lead to ineffectiveness, compromise long-term sustainability, and impede the program’s full potential.

Based on stakeholder interviews, including those with police command staff and members of the DSSS, the majority of respondents said they did not see much cooperation, communication, or strategic leadership between the police department and the schools. One respondent said, *“There were two very individual agencies working on this, and they weren’t communicating and that has caused us to be a lot further behind then where we should be. ...the first year was so difficult because nobody knew what was expected of them. ... We started out with a big meeting with principals, team leaders, and EFOs to try and build a relationship from the beginning, but [I] don’t think the department really understood what we needed.”* Because the basic terms of the program were not reconciled and aligned between the police department and school district administrations, the school staff and EFOs were left to create their own understanding of how the program should operate. As a result, the EFO Program does not function as one but as 26 separate programs.

One notable exception is the police command staff’s perception of the alliance. As a group, they almost unanimously stated they did not think there were any problems with collaboration and communication with schools and that the working relationship was good. However, their opinion did not align with that of the majority of respondents.

Not only did the majority of respondents describe the current alliance as weak, they also indicated that is how the alliance began. Stakeholders cited a lack of strong leadership and cooperation at the top—between the police department and the schools. As expressed by one respondent, *“They are so far removed from what goes on day to day that when we have issues we need to deal with we can’t wait for some memo or task force to get started.”* Many saw the lack of shared input initially as a key reason for competing interests between the EFOs and school staff. Said one respondent, *“We understand officers need a certain amount of discretion to do what they need to but it doesn’t always fit into the school type program.”*

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Table 10. Key Factors of Good Collaboration

I. Understanding each other's job
<i>"They are really good here—I think the principal understands what my job entails." —EFO</i>
<i>"I have learned a great deal from our EFO and hopefully the EFO has learned a great deal from us in terms of walking the line between being an officer and also being technically an educator." —School Administrator</i>
II. Principal believes in the program
<i>"Our EFO is just like another staff member in the building who is involved with the students. As a result the students have become very involved with him." —School Administrator</i>
<i>"Administration trusts the EFO's judgment in working with kids." —Security Team</i>
<i>"Having a good relationship with your principal is the best thing.... I know other EFOs who have had a lot more incidents with their principals not being on the same page as them on certain incidents." —EFO</i>
III. EFO is committed
<i>"The EFO gives 100%." —Security Team</i>
<i>"The visibility has been awesome...having an EFO like ours is a plus...so if you have a good EFO like we have you are lucky." —School Administrator</i>
<i>"The EFO really has to want to be here." —EFO</i>
IV. Knowing that working together is necessary
<i>"We made the EFO part of our A-Team which is our management team at the school." —School Administrator</i>
<i>"All of the schools I have worked at have welcomed me with open arms and have sat in on meetings such as mediations and parent conferences... they like the way I interact with the parents." —EFO</i>
<i>"I work well with security"... "The administrators let me do my job, anything they ask me to do I'll do it." —EFO</i>
<i>"We have always provided an office for our EFO. I think that is a must. I don't think they can be seen as a member of the team without a place to work." —School Administrator</i>
<i>"Honestly I don't think I could do my job without the school staff because they know all of the students better than I do and they are allowed to do some things that I am not." —EFO</i>

Another concern among stakeholders was a lack of consistency across schools regarding principals' roles and responsibilities as they relate to the program. As one respondent said, *"Some of the problems belong to the school. Some principals want to control everything and everybody in their school and that is not going to work—there truly has to*

be a partnership.” An EFO’s roles and responsibilities are greatly influenced by the school’s principal. For example, some EFOs are invited to participate in administrative meetings and are considered part of the school’s team, whereas others are relegated to a law enforcement presence. As a consequence, the program is not seen as working to its fullest potential: *“The program could be wonderful, [but] that’s the problem— it’s not. It’s still not up to full force. It could be doing so many positive things for the image of the department and the communities. Where it is working it is working really well.”*

Although we know a strong alliance between the police department and school district is critical to the success and sustainability of the EFO Program, we also recognize such alliances are difficult to achieve. There are a number of key factors to consider in achieving this end (see Table 11). Neglecting to fully consider all five key elements to planning a strategic alliance can lead to an underperforming program, as is the case with the EFO Program.

Table 11. Keys to Planning a Strategic Alliance

Goals & Objectives
<ul style="list-style-type: none"> ▪ What results does the network work toward or contribute to?
Strategies & Activities
<ul style="list-style-type: none"> ▪ What does the alliance do? ▪ Who are the members, and what roles and tasks do they undertake? ▪ Who do members work with outside the alliance?
Integrated Collaboration
<ul style="list-style-type: none"> ▪ How closely do members work together in jointly defined activities? ▪ How interdependent are they in carrying out tasks to accomplish the alliance’s goals and objectives? ▪ How formalized is their interdependence?
Leadership & Decision-making
<ul style="list-style-type: none"> ▪ Is the leadership centralized or shared among members, technical, scientific, organizational, directive, or facilitative? ▪ Are decision-making processes defined explicitly or growing organically; shared, delegated, or hierarchical; or tied to specific roles, groups, or organizations? ▪ Do members discuss, define, and revise the arrangements for leadership and decision-making?
Communication & Interpersonal Relationships
<ul style="list-style-type: none"> ▪ Through what channels do members communicate with each other? ▪ Are there communication systems or formal information channels? ▪ Are communications frequent, formal, informal, or member initiated? ▪ How much are members committed to and invested in communicating with other members?

It is understandable to expect the MCPD to take on the lion’s share of the responsibility since the program is under the purview of the department; however, the leadership from *both* organizations must be part of the solution. This is not to say the school should be afforded undue sway over the program; rather, they should be given more consideration

during the planning process. Similarly, the school district has a responsibility to engage the police department. Simply put, *“The critical piece of the whole program is communication.”*

7.0 Strategies for Improving the EFO Program

Most stakeholders interviewed for this study considered the EFO Program an asset to the county. They said the program enhanced school safety and security, improved communication between the police department and the schools, and, most importantly, helped students see police officers in a different light. The issue facing the MCPD is not necessarily the program’s value but aligning its organization, management, and leadership with the program’s goals to ensure it works well across schools. This section provides several recommendations and strategies for doing so. We begin with a comprehensive strategy focused on the functioning of the program as a whole. Additional recommendations targeting specific areas of the program are presented separately.

7.1 Comprehensive Strategy

Presently, the EFO Program has no formal plan; its framework was pieced together from multiple official documents, including MOUs, standard operating procedures, and MCPD Directive FC Number 1104. These documents do not address the program’s mission, goals, or organizational operations, nor do they clearly articulate EFOs’ and other participants’ roles and responsibilities. Furthermore, they do not outline a communication strategy between the MCPD and MCPS.

7.1.1 Develop a Strategic Plan for the EFO Program

Our first recommendation is for the MCPD and MCPS to develop a collaborative, strategic plan to refine and restructure the EFO Program. The plan should address the program’s vision, mission, operations, goals, objectives, and targets. It should also detail the 1) participants’ roles and responsibilities; 2) program’s policies and procedures; 3) cross-organization coordination and communication; and 4) system to assess program goals, objectives, and targets. Outlining a minimum set of expectations for EFOs, school administrators, and school security staff will also help unify the program.

The primary responsibility for leading the strategic planning process primarily rests with the MCPD, but the department needs to be strongly supported by the MCPS CEO and the Director of School Security. It is imperative that each organization’s members with policymaking authority participate in this planning process. We recommend several planning meetings be scheduled as soon as feasible in 2008 with the goal of finalizing a new, comprehensive plan within 2 to 3 months.

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7.2 Phased Approach

Ideally, the strategic plan will address and define the EFO Program in its entirety, but considering the enormity of such an undertaking, that may not be possible. One alternative is for the MCPD and MCPS to convene several planning meetings over the course of no more than 12 months to develop a comprehensive plan. Examples of some of the key program issues the MCPD and MCPS should address as part of a phased approach are listed below.

- **Develop a new MOU that clearly delineates the roles and responsibilities of an EFO that reflect what they do at the school and considers the school's needs.** The MOU should also set expectations for the EFO and school administrators and DSSS personnel. Finally, the MOU should include a communication plan to enhance the collaboration between the MCPD and MCPS, as well as the staff responsible for security at the schools.
- **When necessary, review and revise all MCPD and MCPS policies and procedures** related to the program's management and operations.
- **Jointly develop and implement a countywide communication strategy** to establish clear procedures and responsibilities for communication and collaboration between the EFO and MCPS as part of the daily school safety and security activities. The communication strategy will foster consistent and common understanding of the roles and responsibilities of EFOs, school administrators, and DSSS personnel as they relate to the EFO Program. More importantly, the strategy will eliminate the organizations' reliance on the individual relationship between the EFO and the school administrator in determining the program's success. It will begin the process by which the program can be institutionalized. The MCPD and MCPS should review and modify or expand the strategy annually.
- **Develop a set of recommended practices for both MCPD and MCPS personnel.** For example, encourage EFO supervisors to meet regularly (at least monthly) with school administrators to discuss any issues, concerns, or problems; promote a policy that every EFO is to have an office space in the school and be included as part of the school's administrative team; or encourage EFOs, school administrators, and security staff to meet at the beginning of each school year to establish expectations, objectives, and responsibilities for all involved.
- **Develop a campaign to increase awareness about EFOs and the program** among other officers and the community. Raising awareness among officers would help increase interest in the position and improve recruiting efforts. Greater awareness in the community would strengthen support for the program and contribute to long-term sustainability.

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- **Negotiate with MCPS administration and the Office of Accountability to add questions about** the EFO Program under the school safety section in the annual parent and student surveys. The information gathered from these surveys will be the barometer for students' perceptions of the program and its benefits. It will also provide the MCPD and MCPS some data—albeit limited—to establish baseline measures for the program and assess benchmarks.

7.3 Targeted Recommendations

7.3.1 Structure

Maintain the decentralized structure of the EFO Program. The decentralized structure supports the basic tenants of community policing—pushing decision-making and accountability down to the neighborhood level—and allows the EFOs flexibility in responding to the different schools' needs. However, the MCPD should consider implementing structural and staffing changes to optimize the decentralized structure.

Consider designating the EFO Program as a specialized unit. EFOs' duties are vastly different from those of patrol officers. The primary purpose of an EFO is to prevent crime and disorder problems by counseling and mentoring youth; educating youth; interacting with youth who may have learning, mental health, and behavioral problems; working with youth to solve personal or family problems; and serving as a role model and positive adult figure. Much like any other specialized unit within the police department (e.g., homicide, sexual assault, or narcotics), the EFO Program requires officers possess specialized skills, competencies, training, and supervision. Creating a specialized unit will improve and standardize the program's implementation and management, improve accountability across the board, and allow the MCPD to provide additional incentives to attract new officers.⁵

Provide the EFO Coordinator more authority to improve program coordination. The EFO Coordinator will report to either district captains or work in conjunction with a lieutenant in the Field Services Bureau.

7.3.2 Staff and Management

Assign a sergeant as the EFOs' first-line supervisor to the remaining three districts. It is clear from the study findings that EFOs who are supervised by a sergeant prefer this structure and said they have better communication with command staff than those who report to a lieutenant. Sergeants are typically the most involved with the day-to-day operations of the program and best-suited to meet the needs of the EFOs.

⁵ We recognize the MCPD, just as many law enforcement agencies nationally, may wish to minimize the number and type of specialized units. Alternatively, designating a lieutenant as the EFO Program Coordinator, consistently reinforcing the important role that EFOs play in supporting the department's mission of ensuring public safety, and supporting ongoing specialized training for EFOs may accomplish the same effect as a "specialized unit" designation.

Create a lieutenant's position to oversee the EFO Program within the Field Services Bureau. Creating a higher-level command position to oversee the program will strengthen the MCPD's commitment to its mission of crime prevention. The lieutenant will also be instrumental in coordinating and overseeing the management of the program across schools. This will standardize the implementation, management, and performance of the program across all districts. Finally, the lieutenant will facilitate the allocation and coordination of department-wide resources.

Revise the EFO performance evaluation process to reflect agreed-upon roles and responsibilities. The MCPD's current performance evaluation form does not coincide with EFOs' daily activities. Performance evaluation is a key component of supervision and a tool for identifying potential areas for program improvement. Thus, the performance measures should align with the new, revised expectations and roles and responsibilities of EFOs. Developing an outcome-based performance evaluation system would further enhance the ability of EFOs and their supervisors to track activities, chart progress in crime prevention and response, and continually get feedback from stakeholders on the specific concerns and needs of individual schools (Circle Solutions, Inc., 2006).

Replace the EFO monthly activity report with an assessment tool that gathers data on EFO activities and school incidents and that can be used to 1) assess trends in school-based crime and disorder problems; and 2) assess officers' responses to those problems. The current format does not allow EFOs or their first-line supervisors to track trends in school-based crime or other problems.

7.3.3 EFO Training

Develop and implement orientation training for first-time EFOs. While EFOs are well-trained in traditional law enforcement skills, they continue to request and need training in areas such as school policies and procedures, child development and adolescent behavior, mental health issues of adolescents, teaching strategies in schools, conflict resolution, and problem-solving. The training should have a strong focus on skills and competencies related to the school environment and working with adolescents and reflect current roles, responsibilities, and activities.

Develop an ongoing training requirement for EFOs. Under the COPS in Schools grant, many of the MCPD EFOs attended the 3-day COPS in Schools training session, which focused on the specialized skills necessary for EFOs. The curriculum and materials from this 3-day program could easily be adapted into short, ongoing, modular training sessions that would enhance EFOs' skills in nontraditional training areas.

Develop a policy to foster joint training by establishing a minimum requirement for EFOs' participation in MCPS-sponsored meetings and training sessions. One of the most difficult parts of being an EFO is working through the bureaucracy and culture of the school system. Developing additional opportunities for EFOs, school administrators, and

DSSS to participate in joint training will enhance the mutual understanding and appreciation for each group. They will also improve communication and collaboration between the EFO and school administrator.

Emphasize interdisciplinary training for EFOs with a focus on working within the MCPS district system, including any national or local school district policy and procedure requirements.

7.3.4 Recruitment and Retention

Develop a recruitment strategy within the MCPD that emphasizes the contributions the EFO Program makes to the department's mission of public safety and crime prevention.

Consider rotating new officers (during field training) and patrol officers in schools AND/OR provide opportunities for patrol officers to shadow EFOs in schools. Rotating new officers in schools is a good way to increase awareness of the program and the EFO position. Lack of awareness about what an EFO does was the most common reason given for the lack of interest in becoming an EFO. Requiring new officers to serve in schools could potentially improve MCPD recruiting efforts.

The existing collaborative partnership between MCPD and MCPS should provide the strong environment and impetus to implement the strategic planning process as well as the policy and procedure changes necessary to translate these recommendations into the continued enhancement of the EFO Program. We are confident that with the commitment from the executive leadership of both MCPD and the MCPS for the EFO Program this program will assuredly move from "good to great" (Collins, 2001).

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Appendix A

Study Methods and Procedures

Introduction

The purpose of this study was to identify effective management structures and program operations as well as areas for program improvement, thus providing both the MCPD and MCPS with a strategic blueprint to enhance the current EFO program and plan for its long-term sustainability. To do so, Circle Solutions, Inc. (Circle) sought to answer the following questions:

- Has the EFO Program enhanced the perception of school safety and security among students, school administrators, and parents?
- What types of EFO models⁶ are being implemented in each MCPD district?
- To what degree is community oriented policing strategy evident in the EFO models across schools?
- What key programmatic characteristics or best practices are associated with positive outcomes and long-term sustainability of the program?
- What key management, structure, and oversight characteristics are associated with positive outcomes and long-term sustainability of the program?
- What barriers to achieving these positive outcomes currently exist, and how can these barriers be overcome?

Specifically, we aimed to describe the environmental conditions and resources at the time the grant was awarded, describe how the EFO Program activities evolved, and identify the desired short- and long-term outcomes from the grant's inception to the present. We also examined the extent to which changes in the program's implementation or management impacted its overall effectiveness. We examined whether the program has improved coordination, collaboration, and communication among students, parents, school administrators, and staff and has resulted in prevention-based safe-school plans and procedures.

Twenty-eight Montgomery County public schools participated in the EFO Program evaluation, including all 25 high schools, two middle schools, and one alternative school.

Data Elements for Addressing the Evaluation Questions

The evaluation was based on multiple sources of data including: (1) review of archival materials including official program documentation (e.g., the grant application; MCPD directives and operational procedures; MCPD/MCPS Memorandums of Understanding

⁶ From preliminary observations and interviews with key stakeholders, Circle understands the EFO Program model varies widely in its management, administration, and implementation depending on the MCPD District Command, roles/expectations of the EFOs as defined by the District Captain and the school administration, supervision of EFOs, and the individual approach of each EFO.

(MOU); and MCPD labor contracts); (2) interviews (N=110) with key stakeholders including MCPD command staff, DSS coordinators and security staff, EFOs, and MCPS school administrators; and, (3) observation of EFOs in select schools. We did not conduct interview or surveys with students, parents, or teachers. A crosswalk of evaluation questions with data elements collected and data sources is displayed in Table 1. EFO activities were compared with expected EFO roles and responsibilities as identified in job descriptions, performance evaluation policies, the Memorandum of Understanding (MOU), the union contract, and other written policies.

The evaluation data did not include reports of school incidents (e.g., weapons carried in school, fights, drug-related activities) or student disciplinary actions (e.g., suspensions) because of the limited availability of consistent data across schools and its limited usefulness. At this time, the Montgomery County Public School district does not have a school reporting system by which standard data is collected regularly from all schools, leaving the reliability and validity of the school incident report data suspect. Even if uniformly collected and reliable data were available, using it as an outcome to benchmark the success of the EFO program would be problematic because of the disconnect between the goals of the problem and these outcome variables. For example, the number of student disciplinary actions, such as suspensions, has less to do with the presence of an EFO at school and more to do with the school principal's philosophy and approach toward discipline. Thus, school incident data does not reflect the goals of the EFO program, which are to enhance relationships and attitudes between students and the EFOs.

Review of Official Program Documents

A review of available archival materials was conducted to develop a thorough understanding of: (1) how the EFO program came into existence; (2) the emerging needs and problems at the time of the grant; (3) the initial goals of the program and how they evolved over time; and (4) how the EFO program and strategies evolved over time. The materials will include official documentation such as:

- Grant application and other related grantee materials
- MOU
- Union Contract/Labor Agreement (including grievances and arbitration agreements or other agreements)
- Policy and procedure guides related to EFO program
- Departmental orders related to EFO program
- MCPD organizational chart
- Documentation of training other than COPS in Schools (CIS) Program.

Because the evaluation was primarily retrospective, focusing on the past 3 years of the program, the archival materials provided valuable historical information that was useful in filling gaps and supplementing the current data collection.

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Table 1. Crosswalk of Evaluation Questions, Data Elements, and Data Sources

Evaluation Questions	Data elements	Data Sources					
		Abstraction of official program documents	Interviews with stakeholders	Focus groups with stakeholder groups	Archival data sources (school admin or police data and activity logs of EFOs)	Observation of EFO activities	
The main questions to be addressed by the project	The basic data required to address the questions						
To what degree is the EFO program effective in enhancing the safety and security of students and staff in the schools and the surrounding community?	History of the program	•	•				
	Needs and problems facing schools and surrounding community	•	•	•	•	•	
	What services and programs existed prior to the grant?	•	•	•	•		
	What activities are being implemented?		•	•	•	•	
	Changes in short- and long-term outcomes		•	•	•		
What types of EFO models are being implemented? To what degree are community policing strategies similar in the EFO models across schools? What key programmatic characteristics are associated with positive outcomes and long-term sustainability of the program? What key management, structure, and oversight characteristics are associated with positive outcomes and long-term sustainability of the program?	Needs and problems facing schools and surrounding communities	•	•	•	•	•	
	Percent of time EFO spends on enforcement, mentoring, problem solving, and teaching activities		•	•		•	
	Are program activities decided upon jointly with school and/or police command or solely by the EFO?		•	•		•	
	Expectations and roles of EFOs	•	•	•	•	•	
	How well defined are these roles and responsibilities?	•	•	•		•	
	Who participated in developing these roles and responsibilities?	•	•	•			
	Who is responsible for oversight and supervision of the EFO and the program?		•	•			
How is the program managed within each district—solely by the MCPD or MCPS or jointly between police and schools?	•	•	•				

Interviews with Various Key Stakeholders

Interviews were conducted with 110 key stakeholders from the police department, schools, and the MCPS Department of Safety and Security. Interview guides were developed for each of the key stakeholder groups and varied in depth and topics covered, including prior community conditions and resources, program history, program models, activities, and outcomes (see Appendices A.1-4). Both in-person and telephone interviews were conducted. The stakeholder interviews were the primary source of data for the evaluation and they provide a valuable data about how the EFO program evolved over time as well as barriers and lessons learned. Table 2 below outlines the key stakeholders interviewed and method of administration by organization.

Table 2. Summary of Key Stakeholder Interviews and Method by Organization

Stakeholder	Method
Montgomery County Police Department (MCPD)	
▪ Educational Facilities Officers (EFOs)	In-person
▪ EFO coordinator	In-person
▪ Direct supervisors	In-person
▪ District commanders	Telephone
▪ Police chief/command staff	In-person/ Telephone
Montgomery County Public Schools (MCPS)	
▪ School administrators (e.g., principal, assistant principal, school board members, school district administrative officials)	In-person
▪ MCPS director of security	In-person
▪ Head school security officer	In-person
▪ Regional MCPS security directors	In-person

The interview guides varied in length and content will be developed for groups of stakeholders based on their level of specific knowledge about EFO activities and frequency of interaction. For example, the EFO interview guide will be the most in-depth and comprehensive covering all main topics and subtopics of the evaluation framework. Guides for the school district administrators, board members, and police chiefs were more narrowly focused on the program history and broader issues of structure and management. To recruit school and police department staff to participate in the study, we sent a letter and informed consent form to each stakeholder group (see Appendix A.5).

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Observation of EFO Activities

Circle staff observed EFOs, from each of the six districts, performing their daily activities in their assigned schools. We spent an average of one day in twelve high schools. We also attended the monthly meeting of EFOs. The purpose of observing EFOs in the field is to compare their activities with the formal description of the job requirements and the expectations of what their roles and responsibilities should be (obtained from review of archival documents and conduct of interviews and focus groups). In addition, the observations will help the evaluation team to compare job functions as described in interviews with EFOs, supervisors, and other personnel with what is actually occurring in the field.

Data Analysis

The evaluation was based on a multiple case study approach. This approach is useful when there are several “cases” (in this instance 28 schools in which EFOs are assigned), each with their own varying set of objectives and activities that need to be considered in the analysis. The advantage of this approach is that it rests on a triangulation of multiple sources of data. At the same time, each EFO program is treated as a unique entity allowing cross program comparisons to be made.

Content Analysis

The analysis of data assembled from document reviews, stakeholder interviews, and focus groups involved categorizing and contextualizing observations by grouping and coding interrelated statements, events, and concepts. Common themes across observations were extracted from the data and formed the basis of building coherent patterns across all programs and linking them to outcomes measures. A content analysis of patterns and themes was conducted to identify and inform the development of best practices across schools.

Triangulation

We used investigator triangulation—the review of findings from multiple researchers—and data triangulation—the review of multiple data sources—to strengthen the accuracy of the findings. Data triangulation was used during the review of stakeholder interview transcripts and archival materials. Investigator triangulation was employed by having multiple members of the evaluation team individually identify patterns in the data and jointly identify emerging themes. Investigator triangulation also enabled us to reduce researcher bias.

The following section includes the data collection instruments.

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Appendix A.1

Interview Protocol for EFOs

Introduction

Begin the interview by thanking the interviewee for their time and willingness to participate in this interview. Ask the interviewee if they know about the evaluation. If not, take a few minutes to explain the purpose of the evaluation⁷. Emphasize the importance of candor and assure the interviewee that the information from this interview will not be individually identified and participation is voluntary. They do not have to answer any questions and can end the interview at any time.

I. Background

- **Prior Experience and the EFO Position**
 - How long have you been a MCPD officer? How long have you been an EFO?
 - What position (s) did you hold prior to becoming an EFO?
 - Why did you decide to become an EFO?
 - Interest in working with youth?
 - Schedule? Pay?
 - See the position as a way to gain valuable experience as part of career advancement?
 - How long do you see yourself being an EFO?
 - If you were not an EFO, what other position within MCPD would most interest you? Why?
 - What are the advantages of being an EFO? What are the disadvantages?
 - What aspects of the job do you find most interesting and professionally gratifying?
 - What aspects of the job do find most frustrating?
 - How has the EFO Program changed since you first became an EFO?
 - Have roles and responsibilities of EFOs changed/expanded? Please describe
 - Have the perception of the EFO Program (both within the department and within the community and school) changed? How?
 - What were the specific crime/school-based problems that you face in your school?
 - Bullying, assaults (including violent assaults), narcotics, theft, weapons (including guns), gang-related activities.

⁷ The purpose of the evaluation is to identify effective management structures and program operations as well as areas for improvement, thus providing the MCPD guidelines and recommendations to effectively manage and sustain the EFO program.

- To what extent do the school-based problems reflect the community crime problems?
 - Is this a community with serious violent crime, narcotics activity, assaults, or is this a community with relatively minor crime and quality of life issues?
- Since you have been serving in your school, what changes or shifts in crime and school-based problems have occurred?
 - What environmental factors (economic changes, drug markets, influence of changing populations/influx of populations, etc.) have contributed to this shift?
 - What other factors have influenced crime and school-based problems in your school/community?
- What impact, if any, have these changes made upon the EFO program?
 - Have they influenced staffing levels, scheduling of EFOs at both school and at after-school functions, etc?)
 - Could you use additional EFOs; where would they be assigned; what would be their duties?
- How regularly do you review patterns of crime and disorder problems in the schools in your District?
 - What is the process and who is involved in reviewing these crime data?

- **History of Programs and Available Resources**

- Describe your relationship with the school administrators in your District.
 - Has this relationship changed since the implementation of the EFO Program?
 - If yes, please describe how. For what reasons?
- How would you rate the County's youth services resources?
 - Are they adequate; what are the gaps; are youth in your District not served or underserved?
 - What factors prevent them from being served?
 - What services that they currently do not have would provide them the most benefit?
- Since the onset of the EFO Program, have any changes occurred in youth prevention programs and/or outreach services?
 - To what extent do you think the EFO or MCPD influenced these changes?
- Do you feel the EFO program has enough support and resources to accomplish it's intended goals?
 - If no, please describe what you see as the current gaps in support and resources.
 - Do these gaps include organizational support, financial backing, or management?
 - What support do they need; what is not being supported; for what reasons?
- What opportunities exist that could lead to the expansion/enhancement of existing resources and services? (i.e. partnering opportunities, external funding, etc.)

- What threats exist that prevent the expansion/enhancement of existing resources and services?

II. Program Implementation and Management

• Program Structure and Operations

- What skills and competencies, beyond those required for a patrol officer (e.g., knowledge of criminal law, handcuffing, search and seizure), do you think are required of EFO candidates (e.g., child development)?
- What types of skills and competencies would be needed by EFOs to be highly effective in your school/community?
- Please assess the current recruitment and hiring process for EFOs.
 - Is it adequate; are they missing the “best and brightest” in the recruitment process?
 - For what reasons; what could be done to improve the recruitment process?
- Do you (or your counterparts) participate in the “Recommendations Committee” for EFO selection? If no, do you feel you should participate?
- What have been the challenges to recruiting EFOs?
 - How would you address these challenges?
- What was your prior assignment before becoming an EFO?
- How did your prior experience help you in your role as an EFO?
- What additional experience would have been helpful to prepare you for being an EFO?
- Is the EFO position considered, within the department, a career-enhancing position?
 - If not, what measures can the department take to foster the position as a career-building assignment?

• Training

- Beyond the academy and the CIS training, what additional training is required or encouraged for EFOs?
 - What training have you received
 - What training (if you know) have most EFOs received?
- Do you participate in any specialized training for EFOs? Please describe the types of classes you have taken.
- What additional types of training would you like to have to enhance your ability to perform your responsibilities as an EFO?
 - What are the emerging issues in your school that could be addressed by advanced training?

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- **Supervision and Retention**

- What is the current supervisory structure for EFOs? Please characterize the strengths and weaknesses of this structure.
- What has been your experience working with your first line supervisor?
 - Do you believe that your supervisor understands what you do on a daily basis?
 - Does your supervisor meet with you regularly? What are the nature of those meetings? Do you discuss problems and how to solve them?
- Do you feel you are supervised adequately?
- Has the level of supervision changed over the course of the program? If so, why?
- How often is your performance reviewed? Describe the performance review process.
- Is the performance review a standard patrol officer process or a review specifically designed for EFOs?
- Are you assessed on what you accomplish (outcomes) or on how many meetings or interactions (outputs) you have with students/teachers/community?
- What are reviews used for?
 - Salary increases, promotion, reassignment, etc)?
- What types of reports do you regularly prepare to document your activities?
 - Who are the reports submitted to at MCPD and/or MCPS?
 - What information do these reports include?
 - How often are EFOs required to fill out a report?
 - How are these reports used?
 - Are they used as a problem-solving guide; tracking crime and disorder trends; justifying EFOs to elect officials, etc.?
 - Are the reports (e.g., monthly police incident report) available to the public? Can we have access?
- What role, if any, does the school play in providing feedback about the performance of EFOs?
 - If they do not play a role, or a limited role, do you see this as a problem?
 - Would you like to see more communication and collaboration with the school in the performance review process?
- Does the school administrator communicate with EFO supervisors on a regular basis?
 - Should they occur more often? If so, how often?
- Do you think that the school administrator should play a role in the supervision of EFOs?
 - If so, for what reasons? If not, for what reasons?
 - If not, why not?

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III. Activities

- **Roles and Responsibilities of EFOs**
 - What are your principle roles and responsibilities as an EFO?
 - Activities related to law enforcement duties
 - Activities related to teaching and classroom preparation
 - Activities related to counseling and mentoring students.
 - Have your activities changed over time. Please describe how?
 - Where are EFOs assigned when school is not in session—during summer and school holidays?

- **Collaboration with Schools**
 - Are you satisfied with the level of collaboration and communication you have with the school administration?
 - If yes, what are the “success stories” of collaboration? If no, how can the collaboration with the school administration be improved?
 - What have been the barriers to more effective collaboration? How has the level of collaboration changed over the course of the program?
 - For what reasons/what factors have influenced the change?
 - How often do you meet with the school administrator?
 - Is it regularly or as requested when there is a problem at the school?

- **Positive School and Community Relations**
 - Are you aware of any existing community concerns about the EFO Program?
 - Do you attend community school meetings or meet with parents and other community members? Are these meeting regularly scheduled or as needed when a problem occurs?
 - In your opinion, how important is it for EFOs to be involved with the school and community?
 - Does it enhance their ability to do their job? For what reasons?
 - Do you work closely with officers in the gang unit?

IV. Enhanced Relationships and Collaboration

- **Enhanced Perceptions of Safety and Security**
 - Do you think the EFO presence has enhanced students’ view of police and their role in the community?
 - How do they view it now?
 - How did they view it when the program began?

- What factors have changed this perception?
- To what extent do you think that parents, school staff and the community know of the EFO program? Do they support it?
- If EFOs were removed from the schools how do you think the community would react?
- **Sustainability**
 - What do you think the future holds for the EFO program?
 - Do you envision the program extending to Middle Schools?
 - What benefit do you think the EFO brings to the MCPD organization?
 - Do you think that the EFO is an integral part of the MCPD organization?
 - If yes, what factors have led to its integration? If not, what are the barriers?
 - Do you feel the program can be sustained in the future? If so, how?
 - What do you think is necessary to sustain the program well into the future?

Conclude the interview by thanking the interviewee for his/her time. Ask the interviewee if they are aware of any issues that we have NOT touched on that would be important for us to know about in order to fairly and accurately understand the EFO Program, its greatest strengths, as well as areas for improvement. Ask if they will allow you to contact them again in the future in case you have additional questions.

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Appendix A.2

Interview Protocol for School Administrators

Begin the interview by thanking the interviewee for their time and willingness to participate in this interview. Ask the interviewee if they know about the evaluation. If not, take a few minutes to explain the purpose of the evaluation⁸. Emphasize the importance of candor and assure the interviewee that the information from this interview will not be individually identified and participation is voluntary. They do not have to answer any questions and can end the interview at any time.

II. Background

- **Role in the School and Relationship with the EFO**
 - How long have you been on staff at your school?
 - What position(s) did you hold prior to working in your current role?
 - Since you have been serving in your school what have been the specific crime/school-based problems that you've faced? And describe if there have been any changes or shifts in these problems.
 - Bullying, assaults (including violent assaults), narcotics, theft, weapons (including guns), gang-related activities.
 - What environmental factors (economic changes, drug markets, influence of changing populations/influx of populations, etc.) have contributed to this shift?
 - What other factors have influenced crime and school-based problems in your school/community?
 - To what extent do the school-based problems reflect the community crime problems?
 - Is this a community with serious violent crime, narcotics activity, assaults, or is this a community with relatively minor crime and quality of life issues?
 - Thinking back prior to the implementation of the EFO program or when it began, can you describe your thoughts about having a full-time officers at the school?
 - Has this changed over the course of the program? Please explain why or why not?
 - Can you describe in your own words the purpose of the EFO program?
 - What is the function of the EFO program? Goals of the program?
- **History of Programs and Available Resources**
 - Since the onset of the EFO Program, have any changes occurred in youth prevention programs and/or outreach services?
 - To what extent do you think the EFO or MCPD influenced these changes?

⁸ The purpose of the evaluation is to identify effective management structures and program operations as well as areas for improvement, thus providing the MCPD guidelines and recommendations to effectively manage and sustain the EFO program.

- Is your involvement in activities the same/different than the role played by EFOs?
- What changes have you seen occur in the EFO program?
- What school safety programs existed in your school prior to the EFO program? Which of those programs still remain? What programs have been added since the EFO program?
 - Is the EFO program an essential part of security at your school?
- Do you feel the EFO program has enough support and resources to accomplish it's intended goals?
 - If no, please describe what you see as the current gaps in support and resources.
 - Do these gaps include organizational support, financial backing, or management?
 - What support do they need; what is not being supported; for what reasons?

II. Program Implementation and Management

• Program Structure and Operations

- What types of skills and competencies would be needed by EFOs to be highly effective in your school/community?
- What is the current supervisory structure for EFOs? Please characterize the strengths and weaknesses of this structure.
 - Do you believe that the EFO understands what you do on a daily basis?
- Does the EFO meet with you regularly? What is the nature of those meetings? Do you discuss problems and how to solve them?
- Does anyone at your school, other than the EFO, communicate with EFO supervisors on a regular basis?
 - Should they occur more often? If so, how often?
- What role, if any, does the school (do you) play in providing feedback about the performance of EFOs?
- If the school does not play a role, or a limited role, do you see this as a problem?
- Do you think schools should play a role in the supervision of EFOs? If so, what it look like? And what would it take to establish?

• Training

- Do you receive school safety training for your position? If yes, is your training adequate and necessary? Is additional training needed?
- Do you participate in trainings with EFOs? If yes, describe the trainings.
- Do you believe EFOs receive adequate training?
- Do school administrators receive/need school safety training? If yes, describe the trainings.

III. Activities

- **Collaboration with Schools**

- Are you satisfied with the level of collaboration and communication EFOs have with school administration?
 - If yes, what are the “success stories” of collaboration? If no, how can the collaboration with school administration be improved?
 - What have been the barriers to more effective collaboration? How has the level of collaboration changed over the course of the program?
 - For what reasons/what factors have influenced the change?
- Do you meet with the EFOs on a regular basis?
 - If so, how often? What are the topics of discussion? Provide examples.
 - Is it regularly or as requested when there is a problem at the school? If not, why?
- Do you or your staff share information on a regular basis with the EFO such monthly reports, summary of incidences and crime, etc.? If not, explain why.
- If so, how are these reports used?
 - Are they used as a problem-solving guide; tracking crime and disorder trends; justifying EFOs to elect officials, etc.?
 - Are the reports available to the public? Can we have access?

- **Positive School and Community Relations**

- Are you aware of any existing community concerns about the EFO Program?
- When you attend community school meetings or meet with parents and other community members are EFOs sometimes present? If so, describe the type of events attended by EFOs. Are these meeting regularly scheduled or as needed when a problem occurs?
- In your opinion, how important is it for EFOs to be involved with the school and community?
 - Does EFO community involvement enhance their ability to do their job? For what reasons?

IV. Enhanced Relationships and Collaboration

- **Enhanced Perceptions of Safety and Security**

- Do you think the EFO presence has enhanced students’ view of police and their role in the community?
 - How do they view it now?
 - How did they view it when the program began?
 - What factors have changed this perception?

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- To what extent do you think that parents, school staff and the community know of the EFO program? Do they support it?
- If EFOs were removed from the schools how do you think the community would react?
- If EFOs were removed from the schools how would it impact your work?
 - Have EFOs made your job easier/harder? Provide examples.
- **Program Changes**
 - Over the course of the EFO program can you describe any major changes that have occurred in the implementation and/or management of the program?
 - Can you describe any outcomes ---positive or negative---that have occurred as a result of the program?
 - Please describe what you would like to see for the future of the program?
 - What if any changes or enhancement do you think are necessary?
 - Is one officer enough or could you use additional EFOs; if so, where would they be assigned; what would be their duties?
- **Sustainability**
 - What do you think the future holds for the EFO program?
 - Do you envision the program extending to Middle Schools?
 - What benefit do you think the EFO brings to the MCPS organization?
 - Do you think that the EFO is an integral part of the MCPS organization?
 - If yes, what factors have led to its integration? If not, what are the barriers?
 - Do you feel the program can be sustained in the future? If so, how?
 - What do you think is necessary to sustain the program well into the future?

Is there anything else you would like to add that you feel we have not covered?

Conclude the interview by thanking the interviewee for his/her time. Ask the interviewee if they are aware of any issues that we have NOT touched on that would be important for us to know about in order to fairly and accurately understand the EFO Program, its greatest strengths, as well as areas for improvement. Ask if they will allow you to contact them again in the future in case you have additional questions.

Appendix A.3

Interview Protocol for Security Staff

Begin the interview by thanking the interviewee for their time and willingness to participate in this interview. Ask the interviewee if they know about the evaluation. If not, take a few minutes to explain the purpose of the evaluation⁹. Emphasize the importance of candor and assure the interviewee that the information from this interview will not be individually identified and participation is voluntary. They do not have to answer any questions and can end the interview at any time.

III. Background

- **Role in the School and Relationship with the EFO**
 - Describe your role at the school and how it is the same and/or different from EFOs?
 - How long have you been on the security staff at your school?
 - What position(s) did you hold prior to becoming a member of the security staff?
 - Since you have been serving in your school what have been the specific crime/school-based problems that you've faced? And describe if there have been any changes or shifts in these problems.
 - Bullying, assaults (including violent assaults), narcotics, theft, weapons (including guns), gang-related activities.
 - What environmental factors (economic changes, drug markets, influence of changing populations/influx of populations, etc.) have contributed to this shift?
 - What other factors have influenced crime and school-based problems in your school/community?
 - To what extent do the school-based problems reflect the community crime problems?
 - Is this a community with serious violent crime, narcotics activity, assaults, or is this a community with relatively minor crime and quality of life issues?
 - Thinking back prior to the implementation of the EFO program or when it began, can you describe your thoughts about having a full-time officers at the school?
 - Has this changed over the course of the program? Please explain why or why not?
 - Can you describe in your own words the purpose of the EFO program?
 - What is the function of the EFO program? Goals of the program?
- **History of Programs and Available Resources**
 - Since the onset of the EFO Program, have any changes occurred in youth prevention programs and/or outreach services?

⁹ The purpose of the evaluation is to identify effective management structures and program operations as well as areas for improvement, thus providing the MCPD guidelines and recommendations to effectively manage and sustain the EFO program.

- To what extent do you think the EFO or MCPD influenced these changes?
- Is your involvement in activities the same/different than the role played by EFOs?
- What changes have you seen occur in the EFO program?
- What school safety programs existed in your school prior to the EFO program? Which of those programs still remain? What programs have been added since the EFO program?
 - Is the EFO program an essential part of security at your school?
- Do you feel the EFO program has enough support and resources to accomplish it's intended goals?
 - If no, please describe what you see as the current gaps in support and resources.
 - Do these gaps include organizational support, financial backing, or management?
 - What support do they need; what is not being supported; for what reasons?

II. Program Implementation and Management

• Program Structure and Operations

- What types of skills and competencies would be needed by EFOs to be highly effective in your school/community?
- What is the current supervisory structure for EFOs? Please characterize the strengths and weaknesses of this structure.
 - Do you believe that the EFO understands what you do on a daily basis?
- Does the EFO meet with you regularly? What is the nature of those meetings? Do you discuss problems and how to solve them?
- Do you feel EFOs are supervised adequately?
- Does anyone at your school, other than the EFO, communicate with EFO supervisors on a regular basis?
 - Should they occur more often? If so, how often?
- What role, if any, does the school (do you) play in providing feedback about the performance of EFOs?
- If the school does not play a role, or a limited role, do you see this as a problem?
- Do you think schools should play a role in the supervision of EFOs? If so, what it look like? And what would it take to establish?

• Training

- Do you receive training for your position? If yes, is your training adequate and necessary? Is additional training needed?
- Do you participate in trainings with EFOs? If yes, describe the trainings.
- Do you believe EFOs receive adequate training?

- Do school administrators receive/need school safety training? If yes, describe the trainings.

III. Activities

- **Collaboration with Schools**

- Are you satisfied with the level of collaboration and communication EFOs have with school administration?
 - If yes, what are the “success stories” of collaboration? If no, how can the collaboration with school administration as well as security staff be improved?
 - What have been the barriers to more effective collaboration? How has the level of collaboration changed over the course of the program?
 - For what reasons/what factors have influenced the change?
- Do you meet with the EFOs and school administrators on a regular basis? Do you meet with them separately and/or jointly?
 - If so, how often? What are the topics of discussion? Provide examples.
 - Is it regularly or as requested when there is a problem at the school? If not, why?
- Do you or your staff share information on a regular basis with the EFO such monthly reports, summary of incidences and crime, etc.? If not, explain why.
- If so, how are these reports used?
 - Are they used as a problem-solving guide; tracking crime and disorder trends; justifying EFOs to elect officials, etc.?
 - Are the reports available to the public? Can we have access?

- **Positive School and Community Relations**

- Are you aware of any existing community concerns about the EFO Program?
- Do you attend community school meetings or meet with parents and other community members (where EFOs are present)? If so, describe the type of events attended by EFOs. Are these meeting regularly scheduled or as needed when a problem occurs?
- In your opinion, how important is it for EFOs to be involved with the school and community?
 - Does EFO community involvement enhance their ability to do their job? For what reasons?

IV. Enhanced Relationships and Collaboration

- **Enhanced Perceptions of Safety and Security**

- Do you think the EFO presence has enhanced students’ view of police and their role in the community?
 - How do they view it now?
 - How did they view it when the program began?

- What factors have changed this perception?
- To what extent do you think that parents, school staff and the community know of the EFO program? Do they support it?
- If EFOs were removed from the schools how do you think the community would react?
- If EFOs were removed from the schools how would it impact your work?
 - Have EFOs made your job easier/harder? Provide examples.
- **Overall Changes**
 - Over the course of the EFO program can you describe any major changes that have occurred in the implementation and/or management of the program? Or how you have worked with EFO?
 - Can you describe any outcomes ---positive or negative---that have occurred as a result of the program?
 - Please describe what you would like to see for the future of the program?
 - What if any changes or enhancement do you think are necessary?
 - Is one officer enough or could you use additional EFOs; if so, where would they be assigned; what would be their duties?
- **Sustainability**
 - What do you think the future holds for the EFO program?
 - Do you envision the program extending to Middle Schools?
 - What benefit do you think the EFO brings to the MCPS organization?
 - Do you think that the EFO is an integral part of the MCPS organization?
 - If yes, what factors have led to its integration? If not, what are the barriers?
 - Do you feel the program can be sustained in the future? If so, how?
 - What do you think is necessary to sustain the program well into the future?

Is there anything else you would like to add that you feel we have not covered?

Conclude the interview by thanking the interviewee for his/her time. Ask the interviewee if they are aware of any issues that we have NOT touched on that would be important for us to know about in order to fairly and accurately understand the EFO Program, its greatest strengths, as well as areas for improvement. Ask if they will allow you to contact them again in the future in case you have additional questions.

Appendix A.4

Interview Protocol for Command Staff, EFO Coordinator, and EFO Direct Supervisors

I. Conditions and Resources Pre-grant)

▪ Community Needs

- History of the criminal or social problems/issues the school and community have faced
- Changes or shifts over the course of the program
- What impact these changes may have had on the implementation of the program.

II. Program Implementation and Management

▪ Characteristics of the Program

- How does each EFO divide his or her time among the three primary roles (enforcement, mentor/teacher, problem-solver/community liaison)?
- How and why has time allocated to each role changed over the course of the program?
- What characteristics do you think a successful EFO should have?

▪ Roles and Responsibilities

- To what degree do EFOs understand what is expected of them?
- How are these expectations communicated to them?
- How closely are EFOs supervised and by whom?
- Have the expectations of the position changed and/or have they been defined more specifically?

▪ Recruitment

- Describe the process in applying and being selected to be an EFO.
- How did you become aware of the EFO program?
- Has the process in identifying and recruiting officers for the program changed?
- How well do you think the recruitment and selection process works?
- Do you have any suggestions to improve the process?

▪ Training

- What type of training did EFOs receive prior to service? Was it required?
- What type of training did EFOs receive during their service? Was it required?
- Have these requirements changed over the course of the program?
- Did the training they receive adequately prepare them for the job?

▪ Collaboration with Schools

- How and to what extent have you collaborated with the schools where your EFOs work?
- How has the level of collaboration changed over the course of the program? And why?
- Do you find collaborating with the schools make your job easier or more difficult?

- **Supervision and Retention**

- To what extent are the EFOs supervised? And by whom?
- Has the level of supervision changed over the course of the program? If so, why?
- Do you feel EFOs are supervised adequately? Or too much?
- What role if any does the school play in supervision of the EFOs?
- Do you feel the school should play a role in the supervision of EFOs? If so, why? If not, why?
- Describe the type of communication you have with the EFO. Do you feel this communication structure is adequate? Why or why not?

III. Activities

- **Enforcement**

- Describe the type of enforcement activities the EFOs are commonly engaged in? (i.e., routine patrol, arrests, etc.)
- Do the EFOs regularly patrol the surrounding community?

- **Instruct Classes**

- Do EFO responsibilities include teaching classes, conducting prevention or safety programs, or training? If so, please describe.
- How much of the EFO's time is spent teaching or training?

- **Mentor/Counsel**

- Do EFO responsibilities include acting as a counselor or mentor to students? If so, please describe some recent experiences EFOs have had in this capacity.

- **Positive School and Community Relations**

- Do EFOs attend internal school meetings with students, faculty, and/or security staff? Why or why not?
- Do EFOs attend community school meetings or meet with parents and other community members? Why or why not?
- In your opinion how important is it for EFOs to be involved with school and community? Does it enhance their ability to do their job? Why or why not?

- **Joint Police and School Activities and Programs**

- To what extent do EFOs contribute to planning and development of school emergency response plans or other security protocols?
- To what extent do the MCPD and MCPS work together to develop and implement prevention programs within the school?
- How important do you think it is for MCPD and MCPS to collaborate on various activities?

IV. Enhanced Relationships and Collaboration

- **Enhanced Safety and Security**

- Has the communication, collaboration, and coordination between the MCPD and MCPS changed over time? Please describe.
- What impact do you think the EFO program has had on students, the school, and the community?
- **Change in Police Department Structure and Practices**
 - Have policies regarding management and supervision of the EFO program changed since its inception? Please describe.
 - Is the EFO program well known and recognized in the department? Why or why not?
 - Has there been a change in the way the EFO is managed or organized within the department? Please describe.
 - To what extent do you think the organization and management of the EFO program works? Please describe what works and what does not.

Appendix A.5

Informed Consent Form

Key Stakeholder Interviews
2006-2007 SCHOOL YEAR

Dear (KEY STAKEHOLDER),

You are being asked to be a part of Montgomery County's evaluation of the Educational Facilities Officer Program (EFO) and we would like to know more about your experience with the EFO program in your school.

Purpose and Goal of the Project

The EFO evaluation study is sponsored by Department of Justice COPS in Schools Office. We are conducting in-person and telephone interviews with individuals familiar with the program. This is a very important project that will help Montgomery County Police Department and Montgomery County Public Schools identify and adopt effective practices in the implementation and management of the EFO program and to ensure it achieves the intended goal of enhancing and maintaining a safe and secure environment for students, school personnel, and the community at large.

You may examine the questionnaire in the school office.

Participation

Your participation in this study is voluntary and you may refuse to answer any question or leave the interview at any time. We believe participating in this study will not present a risk to you. Any materials that have identifying information to you personally will not be shared with anyone outside Circle's research staff.

- We would like to have your permission to use the information collected from this interview. Circle will protect all personally identifying information gathered through this process so that your responses remain confidential
- To protect your confidentiality and privacy, in any reports or publications resulting from this study your name will not be identified or connected with any statements.
- We would like to be clear that we are asking for information that may be part of public record and personally identifying details will not be included.

You may ask questions about the study at any time, ask for clarification of anything previously explained to you, or inquire about your rights as a participant. If you have any questions you may contact Kathleen M. Crowley, Research Project Manager, at 703-902-1273 or kcrowley@circlesolutions.com.

Consent to Participate

Your consent to participate will be requested orally at the beginning of the interview.

School Based Security Staff (as of 03/31/11)¹

<u>High Schools</u>	<u>Security Staff</u>
1. Blair	9
2. B-CC	5
3. Blake	6
4. Churchill	6
5. Clarksburg	5
6. Damascus	5
7. Einstein	6
8. Gaithersburg	6
9. Walter Johnson	5
10. Kennedy	5
11. Magruder	6
12. Richard Montgomery	5
13. Northwest	7
14. Northwood	5
15. Paint Branch	6
16. Poolesville	3
17. Quince Orchard	6
18. Rockville	4
19. Seneca Valley	5
20. Sherwood	6
21. Springbrook	6
22. Watkins Mill	6
23. Wheaton	5
24. Whitman	4
25. Wootton	4
<u>Middle Schools</u>	<u>Security staff</u>
1. Argyle	2
2. Baker	1
3. Banneker	2
4. Briggs Chaney	2
5. Cabin John	2
6. Clemente	2
7. Eastern	2
8. Farquhar	1
9. Forest Oak	2
10. Frost	2
11. Gaithersburg	2
12. Hoover	2

¹ Data Provided by MCPS to MCPD

13. Key	2
14. M.L. King	2
15. Kingsview	2
16. Lakelands Park	2
17. E. Brooke Lee	2
18. Loiderman	2

<u>Middle Schools</u>	<u>Security Staff</u>
19. Montgomery Village	2
20. Neelsville	2
21. Newport Mill	2
22. North Bethesda	1
23. Parkland	2
24. Rosa Parks	2
25. Poole	1
26. Pyle	2
27. Redland	1
28. Ridgeview	2
29. Rocky Hill	2
30. Shady Grove	1
31. Silver Spring International	2
32. Sligo	2
33. Takoma Park	2
34. Tilden	2
35. Julius West	2
36. Westland	2
37. White Oak	2
38. Earl B. Wood	2

<u>Program Schools</u>	<u>Security Staff</u>
Blair Ewing Center	3
Edison	1